

TEACHER
RESOURCE

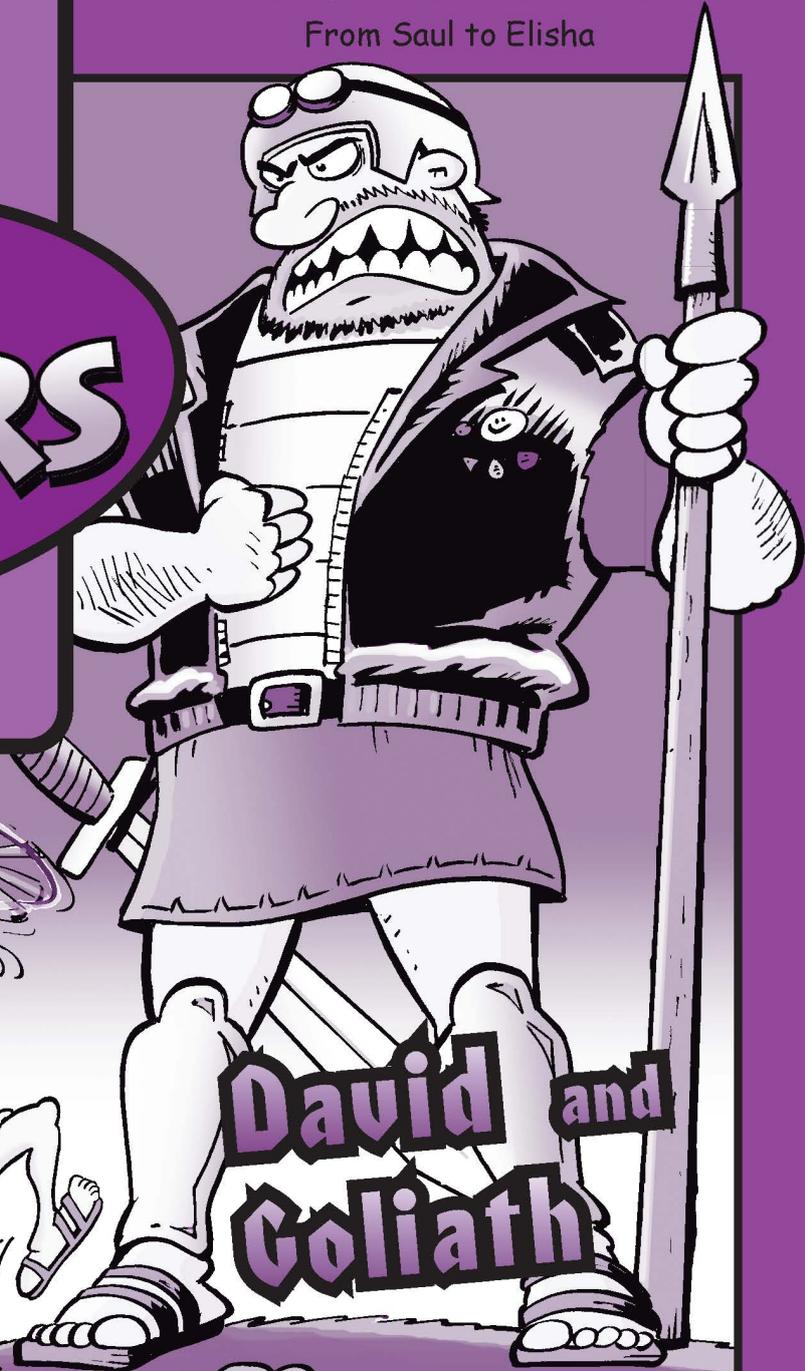
UNIT 4

From Saul to Elisha

LEVEL THREE

SON SEEKERS

AGES 11-12+



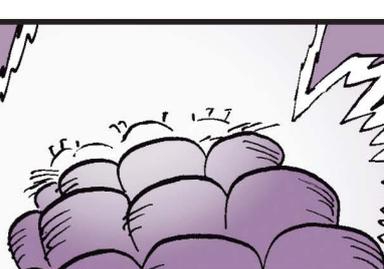
ELIJAH MAKES A
HOUSE CALL



Name:



The Prophets of Baal
meet their match



Teacher Resource

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Teaching Sonseekers ...

Dear Teacher

Teaching young people about God's Word is a great honour and privilege. We note God chose Abraham, a man of faith because he "would teach his children and his household after him, to know the Way of The Lord" (Gen 18:19)

One who undertakes such a task will understand they have accepted a responsibility to become a witness of God's great love and faithfulness. As an example of Christian faith and integrity they have a wonderful opportunity to share their love for God's Word. The tremendous blessing for those who commit themselves to this task is that the Holy Spirit will strengthen and equip you to shine as a light to your class.

Recent trends away from Sunday School structures towards child minding activities have, we believe, been unfortunate as they fail to recognise the impact and effect the message of God's love through Christ has on young people.

Children are the Church's future. As such they are precious and well worth any investment in quality resources and dedicated teachers.

The 'Sonseekers' curriculum offers children Sunday School material that gives them a sound background in Biblical events, people and places. Secondly it offers a pastoral approach for the children to know God is able to help them and change their lives.

Structurally, any program will operate effectively if those teaching are faithful, zealous and committed to a team approach that might include:

- regular prayer and discussion in relation to curriculum issues, student needs and upcoming events and presentations;
- organisation and management of resources;
- training and development needs of teaching staff.

Teaching Sunday School is a rich and rewarding task. May God bless and guide you as you serve in this way.

Yours in Christ

The Sonseekers Team

A teacher's guide to using the Sonseekers materials . . .

Timeline

4000BC	Creation Adam and Eve The Fall
2500BC	Noah The Flood Tower of Babel
2000BC	Abraham
1900BC	Isaac
1800BC	Esau and Jacob
1750BC	Joseph
1360BC	Moses
1280BC	Exodus from Egypt and Journeys Joshua
1240BC	Entry into and Conquest of Land
1220BC	Judges
1100BC	Gideon
1070BC	Samson
1063BC	Samuel
1020BC	Saul as King
980BC	David as King
940BC	Solomon as King
900BC	Kingdom Divided
839BC	Elijah Emerges; Mt Carmel Jehoshaphat
814BC	Elisha's Ministry
749BC	Jonah
662BC	Hezekiah; Isaiah
576BC	Josiah
540BC	Daniel taken to Babylon
527BC	Exile into Babylon
457BC	Restoration from Babylon
4BC	Birth of Jesus
26AD	Baptism of Jesus Call of Disciples
28AD	Feeding of 5000 Parables
29AD	Miracles; Transfiguration
30AD	Raising of Lazarus Parables Palm Sunday Jesus' Crucifixion and Resurrection Day of Pentecost Peter's Ministry
33AD	Conversion of Paul
45AD	Paul's Missionary Journeys
60AD	Paul as Prisoner to Rome

What are the Sonseekers materials?

The Sonseekers Sunday School materials are a four year course of 128 Bible lessons. The lessons are written with the twin aims of teaching the students an accurate chronology of Biblical events and also drawing from each lesson pastoral points relevant to the age and stage of each child. They are written at four levels to cover from Prep to Year 6 age groups. The 128 lessons are organised into 8 units, each of sixteen lessons. The table below indicates the suitable age group for each level:

Sonseekers Level	Student Age	School Level
Level One	5 - 6	Prep, Year 1
Level Two	7 - 10	Year 2, Year 3, Year 4
Level Three	11 - 12+	Year 5, Year 6

The Sonseekers materials comprise two related elements:

- **Teacher Resource** – including lesson plans & activity masters which can be photocopied;
- **Student Handbooks** – including homework activities.

There is also a Bible timeline showing chronology of major events, with the dates of the current unit's lessons highlighted, included in each Teacher Resource.

What's in my Sonseekers

Level Three Teacher Resource?

Each Level Three Teacher Resource contains sixteen lesson plans for the relevant age of your students. Each lesson plan comprises:

- the key thought or focus for the lesson;
- a suggested way to introduce the lesson;
- a summary of the relevant bible story;
- a memory verse for the lesson, together with a suggested way of teaching that verse;
- an activity which can be used in the lesson;
- a number of extra ideas involving fun, practical activities.

Note: The photocopy masters for each activity are included with the lessons in this Teacher Resource book.

.../cont'd

... teacher's guide ...

How do I best use my Teacher Resource?

The art of serving as an effective Sunday School teacher is linked to the degree of diligence in preparing for each lesson. The Sonseekers materials are only designed to assist the teacher in this process. They do not take away from the teacher his or her responsibility to prayerfully consider the needs of the children in the class and to seek God's revelation and wisdom in presenting each Bible lesson. The following suggestions are then made with regard to using this resource.

Prior to the lesson

- ◆ Prayerfully read the Bible passage for the lesson. The reference is provided in the header on the first page of the lesson plan. All Scripture references are taken from the New King James Version (1983 edition).
- ◆ Read through the lesson plan and decide which activities will be most appropriate for the students in your class. Generally, aim for a variety of activities over a unit.
- ◆ Think about how you will combine the various elements of your lesson. Refer to the suggested teaching approach for ideas if necessary. Link the activity to the story so that the significance of the activity is clear to the students.
- ◆ Prepare all activities thoroughly prior to the lesson. Rehearse any planned activity at home to make sure:
 - that you know how to do it yourself;
 - that you have all the relevant materials in the quantities you will need;
 - that you know the length of time that the children will need for the activity.

During the lesson

- ◆ Review the memory verse from the previous lesson with the children. Also check on the completion of the homework activity page.
- ◆ Revise the previous lesson before going on to a new story. You may like to use the timeline to help you do this.

Saul chosen

I Samuel 9:1 - 10:16

Storyline

Saul, a tall handsome man from the tribe of Benjamin, was searching with a servant for some of his father's donkeys. When their search proved fruitless, they sought the help of Samuel the prophet. God had already spoken to Samuel, regarding Israel's cry for a king and indicated that He had chosen a young man from the tribe of Benjamin whom Samuel was to anoint as king over Israel. When Saul approached Samuel, God confirmed that this was the man. Before Saul returned to his father, Samuel made known to him the will of God, anointed him with oil, and told him the events which would be a sign to him of God's anointing. God gave Saul a new heart and he returned home. When Samuel called the people together to proclaim a king, Saul could not be found, but hid among the equipment until he was brought before the people as their new king.

Suggested Teaching Approach

Ask the children to imagine they have to select a leader for a team game. Discuss why they would choose a particular type of person, eg. physical stature, skills, personality. Discuss how their choice would change if the activity was different eg. spelling competition, beauty contest. Point out less obvious aspects such as humility, willingness to lead by example rather than dictate, and discuss why these are equally important as a lead in to the story of Saul.

Theme One

"Chosen of God"

God allowed the donkeys belonging to Saul's father to be lost. God then prepared Samuel, the prophet, to expect Saul to come to him to enquire about the donkeys, and then to anoint Saul as king. Every day, God allows things to happen to His children, to bring about His purposes for their lives. When Saul visited Samuel, he did not have the slightest idea that God had chosen him to be king of Israel. Did you know that God chose you and me even before we knew Him?

Key Thought

God knew us and chose us long before we ever came to know Him or chose to follow Him.

Aim

For the children to realise that God chose them in Christ before He created the world.

Memory Verse

"God from the beginning chose you for salvation through sanctification by the Spirit." (2 Thessalonians 2:13).

Theme Two

"With God, nothing happens by chance"

The furthest thought from Saul's mind as he set out to retrieve the donkeys was that he would return, anointed by God as king over Israel. God so ordered Saul's circumstances that what appeared to be a chance meeting with Samuel was exactly what God had planned. Having committed our way to the Lord, we must be prepared for life-changing circumstances to occur – not by chance, but in God's will.

Key Thought

When we commit our will to the will of God for our lives, He will direct our paths.

Aim

For the children to understand that God has a perfect plan for each of us and we can live our lives in the faith that He will lead and guide us in this plan.

Memory Verse

"In all your ways acknowledge Him, and He shall direct your paths." (Proverbs 3:6).

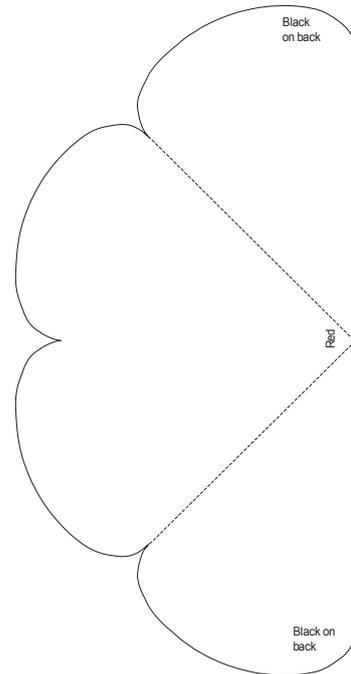
Activity A – Collage and Discussion

Materials

- 1 Activity Sheet per child mounted or photocopied onto white cardboard.
- 1 A4 piece of red paper per child.
- 1 A4 piece of black paper per child.
- Pens/pencils.
- Glue/scissors.

Steps

- Cut out the cardboard heart and fold on the dotted lines.
- Cut out 1 red paper heart, and 2 black paper ½ hearts.
- Glue the red heart to the centre section of the white cardboard.
- Fold outer sections inwards, and then glue black, ½ heart shaped paper on to the 2 outer halves. You now have a black ‘outer’ heart that you can open to reveal the ‘new’ red heart inside.
- Discuss what changes there would be if we accepted a ‘new’ heart, eg. fear – faith.



Activity B – Scripture Search

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bible.

Steps

- As there are so many questions to look up, it may be best to divide the class into groups and have the group organise a few questions per child.
- The children write the answers on the Activity Sheet, then take the first letter of each answer and write it in the space provided at the bottom to work out the missing statement.

Answers

- | | |
|--------------------|----------------------|
| 1. Nathaniel | 2. Obed |
| 3. Twelve | 4. Herod |
| 5. Israel | 6. Numbers |
| 7. Gethsemane | 8. Hannah |
| 9. Andrew | 10. Prophets |
| 11. Psalms | 12. Eden |
| 13. Nebuchadnezzar | 14. Simon |
| 15. Babel | 16. Youth |
| 17. Cain | 18. Hosanna |
| 19. Aaron | 20. Naaman |
| 21. Cornelius | 22. Elijah or Elisha |

1. Whom did Jesus see under a fig tree? (John 1:48)
2. Who was King David's grandfather? (Ruth 4:17)
3. How many disciples did Jesus have?
4. The king who had John the Baptist killed was? (Matthew 14:6-10)
5. What was Jacob's new name? (Genesis 32:28)
6. What is the mathematics book of the Old Testament?
7. The place where Jesus prayed before He died. (Matthew 26:36)
8. Who is the mother of Samuel? (1 Samuel 1:20)
9. Name one of Jesus' first disciples. (Mark 1:16)
10. What are Jeremiah, Samuel, Isaiah and Ezekiel?
11. What are David's songs called?
12. Name Adam and Eve's home.
13. Name the mighty king of Babylon. (Daniel 1:1)
14. A number were called by this name in the New Testament. (Luke 6:14)
15. Name the place where God scattered the people. (Genesis 11:8-9)
16. What David was when he slew Goliath. (1 Samuel 17:33)
17. Who was the first murderer? (Genesis 4:8)
18. Name a word of praise. (Matthew 21:9)
19. Who was Moses' elder brother? (Exodus 4:14)
20. Name the leper healed by Elisha. (1 Kings 5:1)
21. Name the Roman centurion who feared God. (Acts 10:1)
22. Name one of two great prophets whose names begin with the same letter. (1 Kings 19:19)

Now take the first letter from each of your answers and place them in the spaces below.

_ _ _ _ _

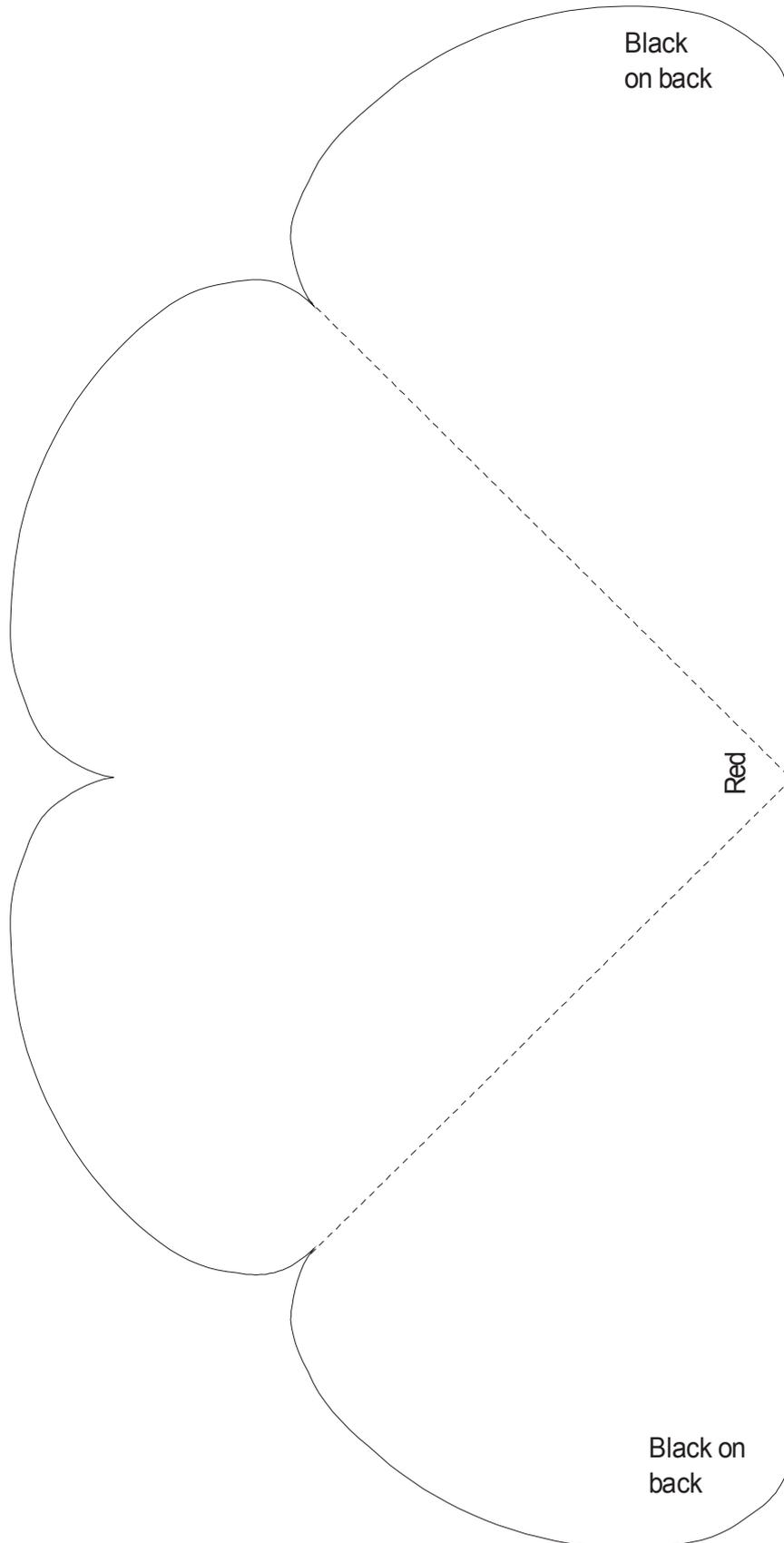
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22

Do you agree with this statement? Discuss.

NOTHING HAPPENS BY CHANCE

Saul chosen

Activity A – Collage and Discussion



Saul chosen

Activity B – Scripture Search

1. Whom did Jesus see under a fig tree? (John 1:48)
2. Who was King David's grandfather? (Ruth 4:17)
3. How many disciples did Jesus have?
4. The king who had John the Baptist killed was? (Matthew 14:6-10)
5. What was Jacob's new name? (Genesis 32:28)
6. What is the mathematics book of the Old Testament?
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22. Name one of two great prophets whose names begin with the same letter. (1 Kings 19:19)

Now take the first letter from each of your answers and place them in the spaces below.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22

Do you agree with this statement? Discuss.

Saul and the Amalakites

I Samuel 15

Storyline

God gave very specific instructions to Saul with regard to the utter destruction of the Amalekites, and all their livestock. However, Saul spared Agag their king, and the people spared the best of the flocks of the Amalekites, apparently to be used as sacrifices. Due to this disobedience on Saul's part, the Lord rejected Saul from being king. (Saul's previous disobedience, by performing the duties of priest, had already caused the Lord to turn away from him prior to this present event.) Even though Saul appeared to repent of his actions, the Lord did not relent. Samuel completed what Saul had chosen not to do and then he departed from Saul's presence.

Suggested Teaching Approach

For Theme 1, a discussion could centre around a home situation of parent requesting son/daughter to do something (such as tidy room, rake leaves). Is it obedience, when the child partially finishes the task, then makes excuses or does other helpful things to 'make up for' not finishing the assigned task?

With regard to Theme 2, after relating the Scripture story, discuss the children's thoughts and responses to friends who may try to tempt them into doing what they know is wrong or which is other than they've been asked to do. Encourage the children by pointing out that the Lord is there to help and guide them every step of the way if their heart is toward Him to obey and follow where He wants to lead.

Theme One

"Obey the Lord"

The Amalekites had attacked the Israelites when they came out of Egypt. God told Samuel to tell Saul to destroy the Amalekites completely, including their oxen, sheep, camels and donkeys. Saul and the people kept the best of the sheep and oxen, rather than doing as they were told. Sometimes when we have been given instructions to do something we can be tempted to think that we do not need to do exactly what we were told. It may seem like a good idea at the time, but God sees disobedience as a terrible sin.

Key Thought

The thing that God required from Saul and requires, above all else, from us, is obedience. Nothing is a substitute for obedience.

Aim

To help the children realise that God requires total obedience above all else.

Memory Verse

"He became the author of eternal salvation to all who obey Him." (Hebrews 5:9).

Theme Two

"Fear God, not man"

Having received the word of the Lord to utterly destroy the Amalekites, Saul instead was swayed by the popular opinion of the people. What they said probably made a lot of sense, but it was not what the Lord had said. Saul's continued kingship depended on his obedience to the word of the Lord, not his popularity with the people. It is very easy for us to be influenced by what our friends or others think about us. It is much more important to be popular with God than to be popular with men.

Key Thought

When we know what the Lord is saying to us, let us not be persuaded otherwise by our well-meaning friends.

Aim

For the children to understand that God's word is not to be taken lightly or to be interpreted according to the wisdom of men.

Memory Verse

"The fear of man brings a snare, but whoever trusts in the Lord shall be safe." (Proverbs 29:25).

Activity A – Role Play

Materials

- 1 Activity Sheet per child.
- Pens/pencils (optional).
- Metal objects for sound effects.
- Bandages.
- Large area for acting.

Characters

- Mother, child, friends (as many as possible).

Steps

- Have the children act out the story on the Activity Sheet, showing the ‘disaster’ as a result of the disobedient actions. You can have the children add their own ideas.
- Discuss with the children: What follows disobedience? How would God have wanted them to respond?



Mother to child: Don't ride your bike today, because Dad hasn't had time to fix the brakes.

Child: Okay Mum.

Mother leaves stage.
Friends arrive.

Friend No. 1: Hey (child's name)! Do you want to come for a ride?

Child: No, I can't.

Friend No. 2: Aw, come on, we're going to McDonalds!

Friend No. 3: Yeah! We'll be back soon - your Mum won't know.

Child: No, Mum said I can't ride my bike today.

Friends: Aw, Big baby. It won't hurt. It's just down the road. Don't be a sook!

Child: Oh! Alright, but not for long.

All depart.
Big noise off stage, crashing banging, etc. Child is helped onstage by friends, arm is bandaged.

Mother to child: What happened to you?

Child: (Crying) I'm sorry, Mum, I should have obeyed you, then I wouldn't have ended up like this.

Mother: That's right. I hope you remember this next time you are tempted to disobey.

Child: (Rubbing sore arm and groaning) I will, Mum, I will!

Activity B – Word Search

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

- The children look up the Scripture references to find the missing words, then find those words in the word search.

FIND THE MISSING WORDS BELOW. THEN CIRCLE THOSE WORDS IN ANY DIRECTION IN THE PUZZLE.

1. "The Lord sent me to anoint you king over His people." (1 Samuel 15:1)
2. "Now go and attack Amalek." (1 Samuel 15:3)
3. "Two hundred thousand foot soldiers." (1 Samuel 15:4)
4. "He also took Agag King of the Amalekites alive." (1 Samuel 15:8)
5. "Saul went to Carmel, and indeed, he set up a monument for himself." (1 Samuel 15:12)
6. "Go, and utterly destroy the sinners." (1 Samuel 15:18)
7. "But I have obeyed the voice of the Lord, and gone on the mission on which the Lord sent me." (1 Samuel 15:20)
8. "Behold, to obey is better than sacrifice." (1 Samuel 15:22)
9. "And as Samuel turned around to go away, Saul seized the edge of his robe, and it fore." (1 Samuel 15:27)
10. "So Samuel turned back after Saul, and Saul worshipped the Lord." (1 Samuel 15:31)

Q	N	I	P	E	Y	M	K	L	N	M	R	Y	T	Z		
T	O	R	E	X	G	H	F	D	S	A	E	N	P	I	K	X
R	I	K	O	B	E	Y	E	D	K	G	J	O	B	H	A	C
G	H	E	D	V	X	C	Z	M	B	N	F	I	N	M	G	Y
S	R	D	W	X	E	S	H	F	O	J	V	S	B	N	A	U
E	Y	O	S	S	R	D	B	H	G	N	R	S	E	W	G	H
J	I	R	B	D	F	F	R	J	F	I	I	I	G	E	B	L
E	U	F	H	E	F	I	W	K	C	Y	F	M	D	R	T	R
C	H	F	K	V	G	K	I	N	G	N	E	J	E	F	R	F
I	B	V	S	I	T	E	W	L	V	V	W	K	B	N	E	D
F	J	L	R	U	R	L	S	P	R	Y	S	G	C	V	T	L
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C	V	G	N	T	B	A	R	D	G	O	T	E	M	T	Y	M
A	C	B	I	F	K	V	D	V	Y	S	G	I	E	Y	H	A
S	C	C	S	R	E	I	D	L	O	S	R	O	L	U	A	S
X	W	O	R	S	H	I	P	P	E	D	F	B	X	V	B	M

Saul and the Amalekites

Activity A – Role Play

Mother to child: Don't ride your bike today, because Dad hasn't had time to fix the brakes.

Child: Okay Mum.

Mother leaves stage.
Friends arrive.

Friend No. 1: Hey (child's name)! Do you want to come for a ride?

Child: No, I can't.

Friend No. 2: Aw, come on, we're going to McDonalds!

Friend No. 3: Yeah! We'll be back soon - your Mum won't know.

Child: No, Mum said I can't ride my bike today.

Friends: Aw, Big baby. It won't hurt. It's just down the road. Don't be a sook!

Child: Oh! Alright, but not for long.

All depart.
Big noise off stage, crashing banging, etc. Child is helped onstage by friends, arm is bandaged.



Mother to child: What happened to you?

Child: (Crying) I'm sorry, Mum, I should have obeyed you, then I wouldn't have ended up like this.

Mother: That's right. I hope you remember this next time you are tempted to disobey.

Child: (Rubbing sore arm and groaning)
I will, Mum, I will!

Saul and the Amalakites

Activity B – Word Search

FIND THE MISSING WORDS BELOW, THEN CIRCLE THOSE WORDS IN ANY DIRECTION IN THE PUZZLE.

1. "The Lord sent me to anoint you _____ over His people." (1 Samuel 15:1)
2. "Now go and attack _____," (1 Samuel 15:3)
3. "Two hundred thousand foot _____," (1 Samuel 15:4)
4. "He also took _____ king of the Amalekites alive." (1 Samuel 15:8)
5. "Saul went to _____, and indeed, he set up a _____ for himself." (1 Samuel 15:12)
6. "Go, and utterly destroy the _____," (1 Samuel 15:18)
7. "But I have _____ the voice of the Lord, and gone on the _____ on which the Lord sent me." (1 Samuel 15:20)
8. "Behold, to obey is better than _____," (1 Samuel 15:22)
9. "And as _____ turned around to go away, _____ seized the edge of his _____, and it _____." (1 Samuel 15:27)
10. "So Samuel turned back after Saul, and Saul _____ the Lord." (1 Samuel 15:31)

Q	N	U	I	P	E	Y	M	K	L	N	M	R	Y	T	Z	
T	O	R	E	X	G	H	F	D	S	A	E	N	P	I	K	X
R	I	K	O	B	E	Y	E	D	K	G	J	O	B	H	A	C
G	H	E	D	V	X	C	Z	M	B	N	F	I	N	M	G	Y
S	R	D	W	X	E	S	H	F	O	J	V	S	B	N	A	U
E	Y	O	S	S	R	D	B	H	G	N	R	S	E	W	G	H
J	I	R	B	D	F	F	R	J	F	I	U	I	G	E	B	L
E	U	F	H	E	F	I	W	K	C	Y	F	M	D	R	T	R
C	H	F	K	V	G	K	I	N	G	N	E	J	E	F	R	F
I	B	V	S	I	T	E	W	L	V	V	W	K	B	N	E	D
F	J	L	R	U	R	L	S	P	R	Y	S	G	C	V	T	L
I	N	R	E	Y	U	A	X	Y	Y	E	D	V	A	C	E	E
R	N	H	N	R	H	M	T	U	T	B	E	X	R	X	R	U
C	V	G	N	T	B	A	R	D	G	O	T	E	M	T	Y	M
A	C	B	I	F	K	V	D	V	Y	S	G	I	E	Y	H	A
S	C	C	S	R	E	I	D	L	O	S	R	O	L	U	A	S
X	W	O	R	S	H	I	P	P	E	D	F	B	X	V	B	M

David chosen

I Samuel 16

Storyline

The Lord told Samuel to stop mourning for Saul because He had rejected Saul as king. God told Samuel to go to Bethlehem and invite Jesse and his sons to a sacrifice there. Then God would show him who to anoint as His chosen king. Jesse's sons passed before Samuel and God reminded him that He does not look on the outward appearance, but on the heart. David, the youngest son, was sent for, (he had been looking after the sheep) and the Lord told Samuel to anoint him as king. The Spirit of the Lord had left Saul and he was troubled by a distressing spirit from the Lord. Saul's servants suggested that someone who was skilful at playing the harp could play before Saul whenever he was troubled. David was that man. Saul loved David and David became his armour-bearer. Whenever Saul was troubled by the distressing spirit, David would play the harp and Saul would become refreshed and the spirit would leave him.

Suggested Teaching Approach

Discuss:

1. How do we know God is calling us? (eg. Bible says so, what parents and leaders tell us, our circumstances.)
2. How does God prepare us to serve Him and to live in the body of Christ? (eg. through obedience to parents and leaders, attitude to daily activities and circumstances.)
3. How can we look at others with God's eyes? (eg. read what God says about others in the Bible, pray for God's love towards others.)

Theme One

“God looks at the heart”

When Samuel saw David's fine looking older brothers he thought one of them must surely be the one God had chosen. God showed Samuel it wasn't the physical appearance that He was concerned about, but the heart of man. God was concerned about the state of the heart of the man who would become the king of Israel. God is not really concerned as to what we look like on the outside. He is concerned about our state of heart.

Key Thought

People often judge others by their outward appearance. God looks not on our outward appearance, but at our heart.

Aim

For children to be challenged to search their own hearts, and, to desire the fruit of the Spirit in their lives rather than just physical attributes and talents.

Memory Verse

“Man looks at the outward appearance, but the Lord looks at the heart.” (1 Samuel 16:7).

Theme Two

“Faithfully serving God”

David was anointed king but was not to become king for many years. However, God acted in his life to prepare him to fulfil his call, by arranging for him to minister to King Saul in the royal court. David's willingness to play before Saul showed a willingness to obey what the Lord wanted to do in his life. We too, are being prepared for royal service as we give ourselves willingly to live in the body of Christ.

Key Thought

God wants us to be involved in His service. He prepares us and trains us so that we can fulfil His purpose.

Aim

To help the children see the day by day events of their lives as the training ground which prepares them for their place in Christ.

Memory Verse

“Serve the Lord with gladness; come before His presence with singing.” (Psalm 100:2).

Activity A - Discussion

Materials

- 1 Activity Sheet per child.
- 6 assorted boxes.
- Newspaper.
- Pretty wrapping paper.
- Small stones.
- Noodles.
- Lollies.

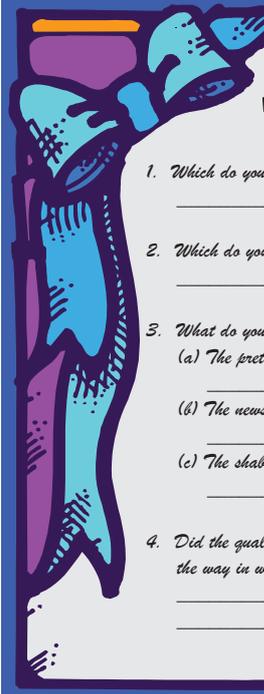
Steps

At Home

- In each of the boxes place either stones, noodles or lollies.
- Wrap the boxes with the noodles and stones in the pretty wrapping paper.
- Wrap the boxes with the lollies in newspaper.
- Make sure some of the boxes are wrapped shabbily, and are of different sizes.

In Class

- Show the children the wrapped boxes.
- Give them each an Activity Sheet and have them write down, then discuss and compare their answers.
- Open the boxes then answer Question 4.
- Discuss the saying: "You cannot judge a book by its cover."



LOOK CAREFULLY AT EACH OF THE NUMBERED, WRAPPED BOXES, AND THEN ANSWER THESE QUESTIONS.

1. Which do you think will be the best present?

2. Which do you think is the most expensive present?

3. What do you expect to find in
 - (a) The pretty ones _____
 - (b) The newspaper ones _____
 - (c) The shabby ones _____
4. Did the quality of the contents match the way in which they were presented?

Activity B – Fill in the Gaps

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

- The children fill in whichever is missing, either 'Preparation/Steps' or 'Goal/Job/Service' to match the information that is supplied.

PREPARATION/STEPS		GOAL/JOB/SERVICE	
Don't give up when you fail - persistence <u>Train</u> _____ <u>Look after your body</u> _____ <u>Listen to instructor</u> _____ <u>Take part in competitions</u> _____ <u>Be content with taking part; not necessarily winning</u> _____		 Athlete	
Practise regularly Listen to your teacher Take part in concerts Learn not to complain when reminded to practise	Reduce social activities Try again and again	Musician	
<u>Obey orders</u> _____ <u>Train diligently</u> _____ <u>Conform to regulations</u> _____ _____ <u>Wear uniform with pride</u> _____ _____ <u>Co-operate with others</u> _____ _____		 Soldier	
Listen carefully Write down all homework Do all assignments and homework		Take notes Read 'set' books Obey the rules/help others	Student
<u>Repent/ask for forgiveness of sins</u> _____ <u>Read and obey the word of God</u> _____ <u>Pray</u> _____ Take part in family <u>devotions</u> _____ <u>Obey your parents</u> _____ <u>Love others</u> _____ Listen to, and pray for those <u>in authority</u> _____		 Servant of God	

David chosen

Activity A - Discussion



LOOK CAREFULLY AT EACH OF THE NUMBERED, WRAPPED BOXES, AND THEN ANSWER THESE QUESTIONS.

1. *Which do you think will be the best present?*

2. *Which do you think is the most expensive present?*

3. *What do you expect to find in*

(a) *The pretty ones* _____

(b) *The newspaper ones* _____

(c) *The shabby ones* _____

4. *Did the quality of the contents match the way in which they were presented?*

David chosen

Activity B – Fill in the Gaps

GOD PREPARED THE WAY FOR DAVID TO BE KING. HE ALSO PREPARES THE WAY FOR YOU TO BE A 'USEFUL SERVANT' FOR HIM. TO HELP YOU UNDERSTAND THIS PREPARATION, FILL IN THE MISSING 'STEPS' OR 'TYPE OF SERVICE' LISTED BELOW.

PREPARATION/STEPS	GOAL/JOB/SERVICE
Don't give up when you fail - persistence _____ _____ _____	 Athlete
Practise regularly Listen to your teacher Take part in concerts Learn not to complain when reminded to practise _____ _____ _____	Reduce social activities Try again and again Soldier 
Listen carefully Write down all homework Do all assignments and homework _____ _____ _____	Take notes Read 'set' books Servant of God 
Take part in family _____ _____ Listen to, and pray for those _____ _____	I John 1:9 Psalm 119:9,10 Philippians 4:6 Deuteronomy 6:6,7 Ephesians 6:1,2 John 13:34 I Timothy 2:1,2

David and Goliath

I Samuel 17

Storyline

The armies of the Philistines were gathering to fight against the armies of Israel. One of the Philistines, Goliath, came down from his army and challenged Israel to provide a champion who would fight with him. If the champion killed Goliath, the Philistines would become Israel's slaves. If Goliath killed the champion, the Israelites would become slaves of the Philistines. Goliath was tall in stature, great in size and had armour and weapons of bronze. No Israelite would fight him as they were too scared. Then David, who was not a man of war, but a shepherd, rose to fight Goliath, in the name of the God of Israel. David tried Saul's armour, but he was not happy with it. Without armour of any kind, but with the use of a stone and a sling shot, David killed the Philistine and the army of Israel defeated the Philistines.

Suggested Teaching Approach

Discuss 'giants' which the children may know of. Discuss features – big, scary, take captive. Distinguish between 'giants within' laziness, disobedience, untruthfulness; and 'giants without' – school bully, fear of dark. Discuss how these may take us captive and how we can overcome them.

Theme One

"Trust in the Lord"

David was not afraid to stand up for God. He knew he did not have to face the giant in his own strength, but trust in God to give him the victory. He just had to stand up and go in God's name. He used a sling and stones, but he did not trust in these. He told the giant, "The Lord does not save with sword and spear; for the battle is the Lord's, and He will give you into our hands." It is the same for us today. There are things today that oppose God. We have to stand up when these things come against us, knowing that God will give us the victory.

Key Thought

David loved God and had learnt to trust Him. He knew that God who gave him victory over the lion and the bear would give him victory over Goliath. We, too, can trust God to give us the victory over sin and all that is against God.

Aim

To show the children how God enabled David to gain the victory over the giant, and have them understand that He will enable them too to get the victory.

Memory Verse

"In God I have put my trust; I will not fear." (Psalm 56:4).

Theme Two

"God is our protector"

Although David was young and appeared to be ill-equipped to face Goliath, his trust was in the Lord his God. There is no need for us to fear the enemy. Just as David was able to defeat Goliath, we too, can be victorious over the giants in our lives. Just as David did not rely on the set of natural armour available to him, we must resist the temptation to fight from our own strength. We must learn how to put on the whole armour of God.

Key Thought

We, like David, have a need to look to the Lord to protect us in our everyday life. God has provided us with armour and weapons. As we keep close to Him, He will give us the victory.

Aim

For the children to understand that the Lord protects His own. Our daily preparation is found in the armour which God provides.

Memory Verse

"Therefore take up the whole armour of God, that you may be able to withstand in the evil day." (Ephesians 6:13).

Activity A – The Power of God in David

Materials

- 1 ice-cream container full of rocks.
- 1 empty ice-cream container.
- A large space for the children to stand side by side.
- 1 small rock.
- 1 metre long stick (sword).

Aim

- To show the children the difference in the physical attributes of David and Goliath, so that the power of God’s might, may be seen clearly.

Steps

- To compare the height of Goliath, have one child kneel on the floor and another stand on a chair next to him/her. Goliath was 3.2 metres tall. Ask the children how far up the wall that is.
- To compare the width of Goliath, have one child stand in front of three other children standing side by side.
- To compare the weight of Goliath, have them feel the difference between the container full of rocks, and the empty one.
- To compare the leg size of Goliath, look at the difference between one child’s leg and two children’s legs together (as in a three-legged race).
- Compare the weapons size of David to Goliath by showing the smooth stone to the children, then the stick.
- Mention to the children that the weight of Goliath’s armour was about as heavy as a teenage person (about 57 kg).

Discuss

1. How did the kneeling child feel, looking up at the child on the chair?
2. How do you think David felt (yet God used David to fight Goliath)?
3. How would you feel if you, without armour and with only a few small stones, had to fight against an armoured giant with a great big sword?
4. Relate how you feel having looked at the difference in size of David and Goliath. How would David have felt? If David was not considering the size and the weapons difference, what was David trusting in?
5. What ‘giants’ do you face? How can God’s power work in your situations?

Activity B – Scripture Search and Discussion

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

- The children look up the Scriptures to fill in the “What or who was offered” and “How did God bless the gift” columns, then answer and discuss the questions.

What small things were offered to the Lord by the following people, and how did the Lord use their offering?

Scripture	What or who was offered	How did God bless the gift?
I Samuel 17	David	He killed Goliath
Matthew 14:15-21	5 loaves & 2 fish	Jesus fed 5000 people
Mark 14:3-9	Alabaster jar of oil	Anointed Christ
Genesis 22:1-18	Isaac	All nations are blessed

Answer and discuss the following questions.

1. What did the Macedonians in II Corinthians 8:1-5 expect to receive from God?
They gave freely, not expecting to receive anything.
2. What do you have to give?
A voice to sing praises, hands to serve with, pocket money, time to spend with people, etc.
3. What small things do you have, that can be given at each Seekers’ lesson?
Eagerness to participate, a kind word, etc.
4. How will the Lord bless others with your gift?
Encourage them to participate and learn.

David and Goliath

Activity B – Scripture Search and Discussion

What small things were offered to the Lord by the following people, and how did the Lord use their offering?

Scripture	What or who was offered	How did God bless the gift
I Samuel 17		
Matthew 14:15-21		
Mark 14:3-9		
Genesis 22:1-18		

Answer and discuss the following questions.

1. What did the Macedonians in II Corinthians 8:1-5 expect to receive from God?

2. What do you have to give?

3. What small things do you have, that can be given at each Sonseekers' lesson?

4. How will the Lord bless others with your gift?

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David and Jonathan

I Samuel 19 & 20

Storyline

After Goliath's defeat by David, Saul asked David to stay in the palace (I Samuel 18:2). Because Saul saw that the Lord was with David, he feared David, and asked Jonathan, his son, and his servants to kill David. But Jonathan loved David and told him to hide from Saul. Then Jonathan convinced Saul not to kill David. However, the distressing spirit again came on Saul and while David was playing on the harp to him, Saul tried to spear him. David escaped, then with the help of Michael, his wife (Saul's daughter), he went to Samuel. After being unsuccessfully pursued again by Saul, He returned to Jonathan, where Jonathan pledged his love and loyalty to David. At the new moon, David was to sit at the king's table. He and Jonathan devised a plan to determine whether or not Saul still wanted to kill David. When David failed to be at the table on the second day, Jonathan asked David to be excused but Saul rose against his own son and tried to kill him for his loyalty to David. Next morning, Jonathan went to where David was hiding and they parted in sorrow, since both knew that David could not remain there in safety

Suggested Teaching Approach

Discuss the relationship of special friends. Do you have a best friend? How do you develop a special friendship? (Share interests, spend time together, trust and respect each other.)

Using Activity A, discuss how the words created in the weave, work in a friendship. Does the weave make it stronger? Who helps weave these things together in a friendship? Discuss with the children why it is important that we are 'woven together' in the body of Christ.

Explore with the children their experiences with 'enemies' in their life. This could include a person they know or a situation where they have felt threatened, eg. scared of the dark. How does seeking God's strength resolve these situations? Discuss Christ's example in relation to loving our enemies.

Theme One

"Love in action"

David's heart attitude towards Saul in the midst of his difficulties shows us how to love our enemies. David could have run away or rallied forces against Saul to obtain what God had promised to him. Rather, his desire was to restore relationship with Saul if at all possible. Later on, David spared Saul's life twice. All the days of his life, David held no grudge against Saul. There may be people who hate us or despise us. As Christians, we must not hate them, rather we must love them, pray for them, and show kindness towards them.

Key Thought

In spite of Saul's persecution, David continued to show respect towards him. Jesus loved His enemies. This is our example of how to respond to those who are against us.

Aim

To show the children that, like David, they can seek God's strength to continually do good even to those who do evil to them.

Memory Verse

"Love your enemies, do good to those who hate you, bless those who curse you." (Luke 6:27-28).

Theme Two

"Suffering as a Christian"

Both David and Jonathan were treated unfairly by King Saul. However neither of them were vengeful but instead showed instances of forgiveness and wisdom. At times Christians may be treated unfairly by others. God knows about these times and is concerned with our reactions. He may be using them to test our faith and to produce Godly character in us. In these times look to God for wisdom.

Key Thought

Sometimes we go through difficult times. People may be unfair towards us. God allows these things to happen for His good purposes.

Aim

To help the children to stand in faith in times of unjust treatment and look to the Lord for wisdom, consolation and forgiveness.

Memory Verse

"For it is better, if it is the will of God, to suffer for doing good than for doing evil." (1 Peter 3:17).

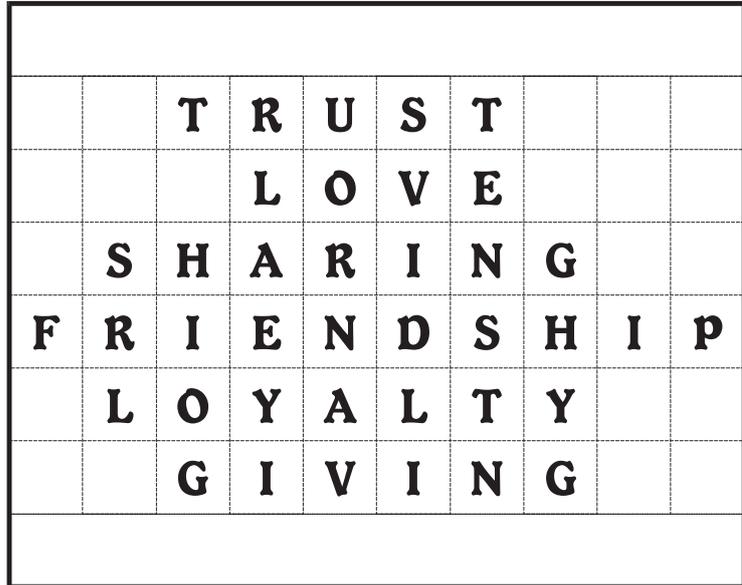
Activity A – Friendship Weave

Materials

- 1 of each 2 Activity Sheets per child.
- Scissors.
- Stanley knife.
- Glue sticks.
- Colouring pencils/felt pens.

Steps

- On Activity Sheet 1 use a Stanley knife to cut along the dotted lines. Use a ruler to guide the Stanley knife and have a cutting board under the paper.
- On Activity Sheet 2 use scissors to cut the letters into strips along the dotted lines.
- Weave the strips in and out of Sheet 1 to create the wording as shown.
- Glue the strips down at each end to hold in place.
- The children may decorate the page if time permits.
- Then discuss:
 - (a) How do these words relate to friendship? (eg. True friendship involves all of these. It is a two-way relationship based on giving.)
 - (b) Is there any significance in the weaving? (As these words become reality, friends become closer to each other and their lives become ‘woven’ together.)



Activity B – Word Puzzle

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

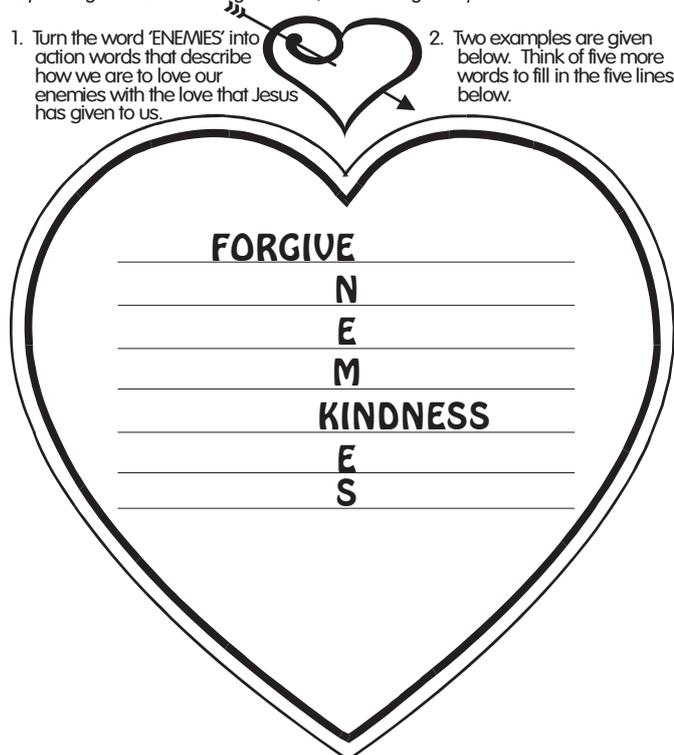
- The children use each letter in the word ‘enemies’ to form part of an action word that describes how we are to love our enemies with the love that Jesus has given to us. Two examples have been given on the Activity Sheet.

Suggestions

- FORGIVE
- HONOUR
- RESPECT
- COMPASSION
- KINDNESS
- CARE
- SHARE

David showed love to his enemy Saul, and Jesus showed love to His enemies by asking the Father to forgive them, even though they crucified Jesus.

1. Turn the word ‘ENEMIES’ into action words that describe how we are to love our enemies with the love that Jesus has given to us.
2. Two examples are given below. Think of five more words to fill in the five lines below.



David and Jonathan

Activity A – Friendship Weave – Sheet 1

S O I S L N V Y G I

David and Jonathan

Activity A – Friendship Weave – Sheet 2

T U T

L V

H R N

R E D H P

O A T

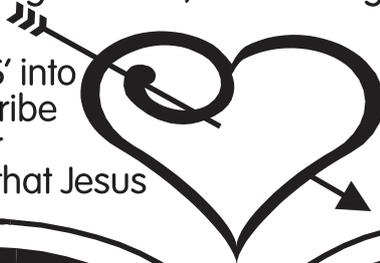
I I G

David and Jonathan

Activity B – Word Puzzle

David showed love to his enemy Saul, and Jesus showed love to His enemies by asking the Father to forgive them, even though they crucified Jesus.

1. Turn the word 'ENEMIES' into action words that describe how we are to love our enemies with the love that Jesus has given to us.



2. Two examples are given below. Think of five more words to fill in the five lines below.

FORGIVE

N

E

M

KINDNESS

E

S

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David and Saul

I Samuel 21 - 24

Storyline

David was afraid that Saul would kill him, so he ran away. David went to Ahimelech the priest and lied to him, saying he was on the king's business. He asked for bread and also a sword. (Ahimelech gave him Goliath's sword.) Doeg, one of Saul's servants, was there with Ahimelech and heard David. Doeg told Saul about David going to Ahimelech, so Saul went to Ahimelech and accused him of conspiring against him. When Saul's servants refused to kill Ahimelech the priest and all his household, Saul instructed Doeg to do so, which he did and one member, Abiathar, escaped and told David what had happened. Saul pursued David relentlessly, but the Lord protected David. Jonathan came to David and told him he would not be found by Saul and that he would be king over Israel. When David had the opportunity to kill Saul, he spared his life, only cutting off a piece of his robe. He later called to Saul and pointed out to him that he could have killed him but he would not touch the Lord's anointed. Saul acknowledged David's righteous heart, saying he knew that David would be king and asking David not to destroy his descendants after him.

Suggested Teaching Approach

After the story, discuss with the children what David did, why he did that, whether the children do similar things and why. Use the practical activity to emphasise the effects of lying on others. The written activity can be used to encourage the children to stand up for the Lord in the face of adverse peer pressure. Discuss with the children the pressures not to follow the Lord, which can come from their closest friends. How can this be turned into an opportunity to encourage one another?

Theme One

"God is our guide"

We have to learn what is good for us to do, and what is not good for us to do. David trusted God to guide him in these matters. Even though he was given the chance and his friends thought it was a good idea, David knew that to kill Saul, would not be a good thing for him to do. He trusted God to guide him and was saved from making a terrible mistake. Our parents are responsible to teach us what is good and not good for us to do. If we choose to listen to them and obey them, God can also guide us and keep us from making terrible mistakes.

Key Thought

David trusted God to guide him in what he did. We, too, need to trust God and He will guide us.

Aim

To help the children understand that as they trust and obey their parents, God is able to guide them.

Memory Verse

"You will guide me with Your counsel, and afterward receive me to glory." (Psalm 73:24).

Theme Two

"A man after God's own heart"

David would have had no trouble finding followers or friends who would have willingly killed Saul and made David their king, as David had already been anointed king over Israel. David had patience to wait for God's time for him to become king. But the Bible says David was a man after God's own heart. He knew and trusted God and saw things God's way. Instead of seeing Saul as an enemy, he saw Saul as God's anointed and treated him with respect. The Holy Spirit can build in us a heart like God's heart and enable us to see things differently – as God sees them.

Key Thought

God is looking for people whose hearts are like God's heart and who see things as God sees them.

Aim

For the children to understand that the Holy Spirit fills us to form in us a new heart like God's heart.

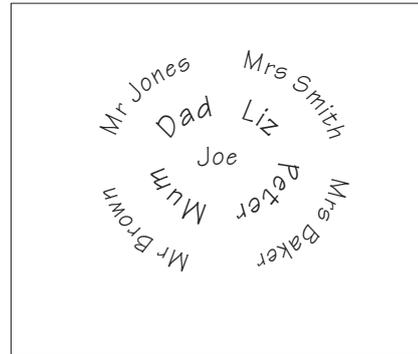
Memory Verse

"The Lord has sought for Himself a man after His own heart." (1 Samuel 13:14).

Activity A – Activity and Discussion

Materials

- 1 roll of paper towels.
- 3 assorted bottles of food colouring.
- Straws or eyedroppers (1 for each child).
- Pens.
- Plastic ice-cream container.
- Outside area (in case of spills) or drop sheet.



Steps

- Ask the children, “what are lies?”
- Tell the children that they are going to do a practical activity to illustrate the effect that lies have on other people.
- Distribute a piece of paper towel to each child and ask them to write their name in the centre of it.
- In a circle around and close to their name, write the names of their family members and best friend(s).
- In an outside circle, write the names of teachers, shopkeepers, etc. (as per sample above).
- To illustrate how telling lies affects people, children put a drop of food colouring on their own name. Note how it affects themselves, then their closest friends and family, and finally, other people. Note also, the more lies are told (ie. more drops of food colouring), the more the effect spreads.

Discussion

- Which friends are affected the most?
- Compare closest friends with not so close friends.
- How strong are the bonds of friendship, once the lies have been told. (The paper towel rips easily when the food colouring has been dropped on it.)
- What happens when more lies are told? (The paper becomes darker and blacker.)
- Rather than telling lies, what does God’s love help us to do? (God’s love helps us to love, encourage, edify, support and obey others.)
- Does love spread to others?

Activity B – Character Study

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

- The children look up the Scriptures to fill in how the Bible people listed made a stand for the Lord.
- Discuss each person’s story before writing the answers in.
- Then the children can fill in their own ideas about how they can stand for the Lord.

NAME	HOW DID THEY STAND?	SCRIPTURE CLUES
Noah	He obediently continued to build the ark even though it took a long time and people laughed at him.	Genesis 6:14; Genesis 5:32;
Abraham	He stood in faith with his wife Sarah, believing for the promised child though they were both very old.	Genesis 15:5 Genesis 18:10
Moses	He obeyed God in going to the Pharaoh to let the Israelites go. He led the Israelites despite their complaining.	Exodus 6:13; ; Exodus 14:10- Exodus 17:3-
Joshua and Caleb	They believed God would deliver Caanan into their hands despite giants, etc. and the people’s unbelief.	Numbers 14:6-
David	He faced Goliath and trusted God to help him defeat the giant. He later never hated Saul though Saul tried to kill him.	1 Samuel 17:3; 1 Samuel 24:9-

How can you choose the Lord’s way:

- * At school Obey teachers, do work diligently, help others.
- * At home Obey parents, help with jobs, play nicely with brother and sisters.
- * With friends Be thoughtful, share, be an example.

David and Saul

Activity B – Character Study



Character Study

Listed below are the names of some of the Bible people you have studied so far. These people stood up for the Lord, rather than follow the way of the world. In what way did they stand for the Lord?

NAME	HOW DID THEY STAND?	SCRIPTURE CLUES
Noah		Genesis 6:14,22 Genesis 5:32; 7:6
Abraham		Genesis 15:5,6 Genesis 18:10,11
Moses		Exodus 6:13; 7:6 Exodus 14:10-13 Exodus 17:3-6
Joshua and Caleb		Numbers 14:6-10
David		I Samuel 17:37 I Samuel 24:9-11

How can you choose the Lord's way:

- * At school _____
- * At home _____
- * With friends _____
- * At 'Sonseekers' _____

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David crowned

II Samuel 5:1-12

Storyline

After Saul's death, David became king of Judah, whilst one of Saul's sons, Ishbosheth ruled over the rest of the tribes of Israel. Seven years later, Ishbosheth was murdered, and all Israel made David their king. They remembered how, in Saul's day, it was he who had led the army and they delighted to make him their ruler. David and his men came to Jerusalem, but the Jebusites who lived there repelled them. However, David and his men found a way to enter the city and it became known as the City of David. Hiram, king of Tyre, sent messengers to build a house for David. When the Philistines heard that David had been anointed king over Israel, they went to war against him. David enquired of the Lord as to whether he should go up to fight the Philistines. With his trust in, and reliance on the Lord, David defeated the Philistines.

Suggested Teaching Approach

Many years passed between the time David was first anointed as king by Samuel and when he was finally crowned king over Israel. Discuss with students the events which had occurred in that time (eg. David ministering to Saul in the palace, killing of Goliath, Saul seeking to kill David, David and Jonathan's friendship.) Why do you think it took so long? (God was preparing David, David was learning to trust and rely on God and wait for His timing.)

Discuss how we can have a special relationship with God and learn to hear His voice and know His leading (through prayer, reading Bible, listening to and fellowshiping with other Christians and our church leaders.)

Theme One

"Trusting in God"

When it seemed impossible to capture Jerusalem, David trusted God to show him the way. David remained humble before the Lord, knowing that it was He who had established him as king over Israel. The Lord honoured David's faithfulness and David found favour with God and man. If we remain humble before the Lord and place our trust in Him, He will always remain faithful to us and lead us in His pathway.

Key Thought

If we are humble before the Lord and obedient to His word, God will lead us in the right path and we will find favour with God and man.

Aim

To lead the children to an understanding of what it means to allow God full control of our lives.

Memory Verse

"Commit your way to the Lord, trust also in Him, and He shall bring it to pass." (Psalm 37:5).

Theme Two

"Seeking God's direction"

If we don't communicate with God, then how can we hear His voice? Therefore, there has to be time set aside for us to pray and have a quiet time with the Lord to really hear His voice for our lives. We need to be careful not to run to and fro, thinking of ourselves and allowing our school work, homework and fun times to demand all our time. Our first priority should be to seek the Lord early in prayer and Bible reading, committing our ways to Him so He can direct our path. David was a fine example to us as he regularly prayed and had a close relationship with the Lord.

Key Thought

Even though David had been given all authority as king, he still had to seek God's voice for direction.

Aim

To teach the children to pray for direction and have faith that all things are in God's control.

Memory Verse

"Let all those who seek You rejoice and be glad in You." (Psalm 40:16).

Activity A – Crossword Puzzle

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

- The children complete the crossword then use the letters in the shaded squares to fill in the name at the bottom of the page.

Can you fit these words from II Samuel 5 into the puzzle?
(Clue: Start with the longest word)

Zion
Philistines
Pray
Israel
Inquired
David
King
Obey
God
Judah
Kingdom
Direction

Now unscramble the shaded letters to form the name of a king who recognised God's hand on David.

H I R A M

Activity B - Questionnaire

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bible.

Steps

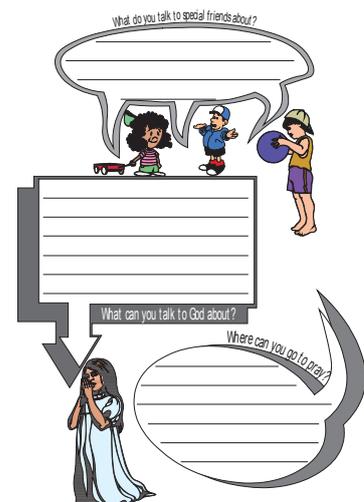
- If you wish, discuss the questions with the children first before they write their answers.
- When they have written their answers, you could get the children to look up the following Scripture clues:

What to pray:

Matthew 7:7,8 (needs)
Mark 14:38 (temptation)
Luke 6:28 (enemies)
Luke 11:1-4 (Lord's prayer)
Philippians 4:6 (needs, thanksgiving)
James 5:13-16 (sick)
III John 2 (prosper, health)
Psalm 32:5 (forgiveness)
Jeremiah 42:2,3 (the way)

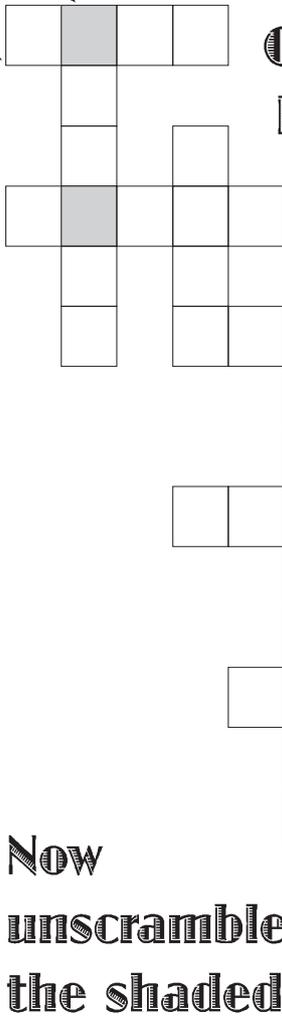
Where to pray:

Matthew 6:6 (room, quiet place)
Luke 9:28 (mountain)
Luke 18:10 (temple, church)
Acts 10:9 (roof)
Acts 21:5 (beach)



David crowned

Activity A – Crossword Puzzlet



Can you fit these words from
II Samuel 5 into the puzzle?

(Clue: Start with the longest word)

Zion

Philistines

Pray

Israel

Inquired

David

King

Obey

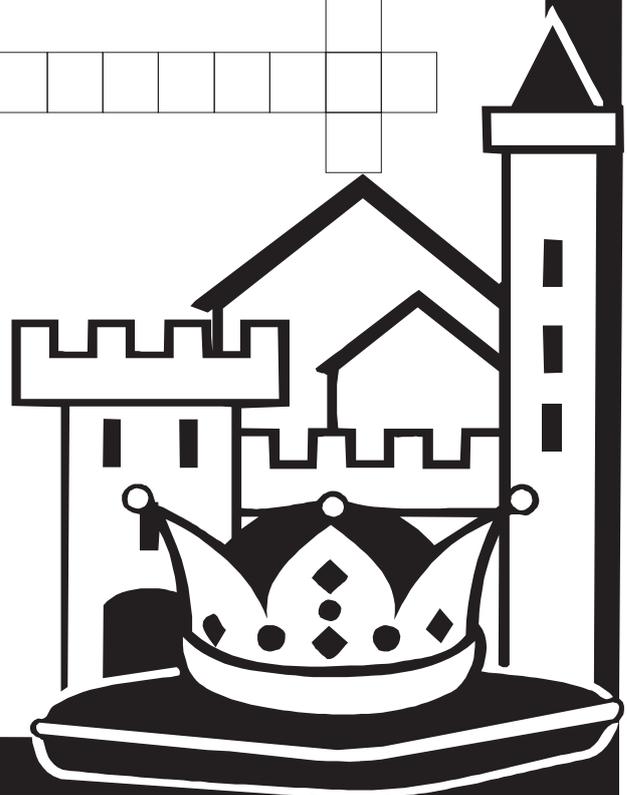
God

Judah

Kingdom

Direction

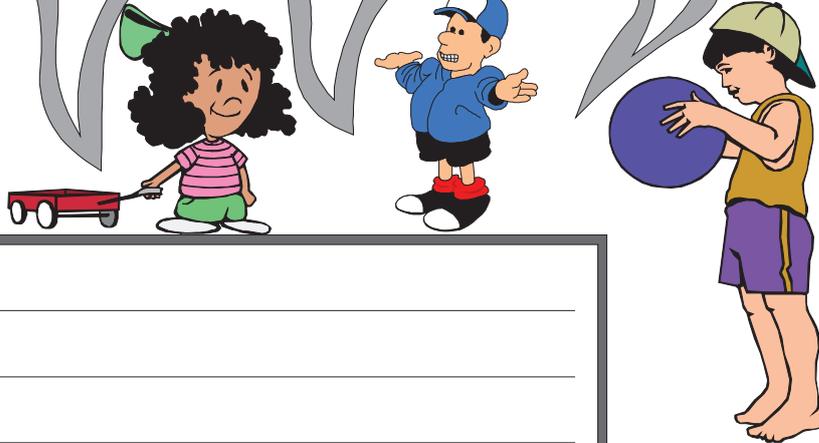
Now
unscramble
the shaded
letters to
form the name of a
king who recognised
God's hand on David.



David crowned

Activity B - Questionnaire

What do you talk to special friends about?





What can you talk to God about?

Where can you go to pray?



David and the ark

I Chronicles 13, 15 & 16

Storyline

For 20 years the ark of the covenant had been neglected. David was keen to have it returned to the City of David and prepared a tent for it. The ark was placed on a cart, but the oxen stumbled and Uzzah put out his hand to steady the ark. He died immediately and David was angry with God and left the ark in the house of Obed-Edom for three months. The next time David was very careful to follow the direction of the Lord. He assembled Israel together, instructing the Levites that they were the only ones to carry the ark and to minister before the Lord. Even then a precise order was carried out. The head or chief of each house was responsible for his own and his house's sanctification. Next David was responsible for the appointing of singers, instrument players, gatekeepers and doorkeepers. Chenaniah was the instructor in charge of music because of his skilfulness. With the correct return of the ark came the proper order of praise and worship before the Lord. Every man then returned to bless his own house. When Michal, David's wife, saw him dancing before the ark, she despised him. As a judgment from God, she was barren for the rest of her life.

Suggested Teaching Approach

Devise a simple game/activity and give the children inadequate instructions in how to participate. Watch the result – confusion, argument, etc. Now call the children together and give fuller instructions. Emphasise that even the simple things need to have an order about them for best results.

Discuss some 'good ideas' they may have had that went wrong, or what they thought were good ideas and someone else (eg. parents!) didn't (eg. choice of friends, a daring adventure, going out somewhere or with someone against parents' wishes). Discuss the importance of listening to the advice parents and church leaders, and seeking the Lord for His direction, not rushing ahead with our own 'good ideas.'

Theme One

“Walk in God's ways”

David and his people thought that putting the ark on a cart with wheels, was a good idea, but God's way was for the Levites to carry it. How many of us set out to do something without first asking God, or seeing if it is the way God would have us do it? Do we follow the things our parents have taught us, as God has shown them? Or do we do things the way we think is best?

Key Thought

Whenever we do anything for God, we should make it our practice to discover how God wants us to do it.

Aim

For the children to know that awful things can happen if we do God's things our way, instead of His way.

Memory Verse

“Teach me Your way, O Lord; I will walk in Your truth; unite my heart to fear Your name.” (Psalm 86:11).

Theme Two

“Give thanks to God”

David very much wanted the ark to be in Jerusalem, so that He could commune with God. He built a special tent for the ark. It gave David great joy when the ark eventually arrived. David danced with joy expressing what was in his heart, and was thankful when the ark came to Jerusalem. God wants us to be happy and enjoy each day. As we are thankful for what God has made and what He has done for us, it brings joy to our hearts.

Key Thought

If we really know God and appreciate what He has done, we shall be full of joy.

Aim

To show the children that real joy doesn't come from material things but from a relationship with God.

Memory Verse

“In everything give thanks; for this is the will of God in Christ Jesus for you.” (1 Thessalonians 5:18).

Activity A – A Song of Praise/Worship

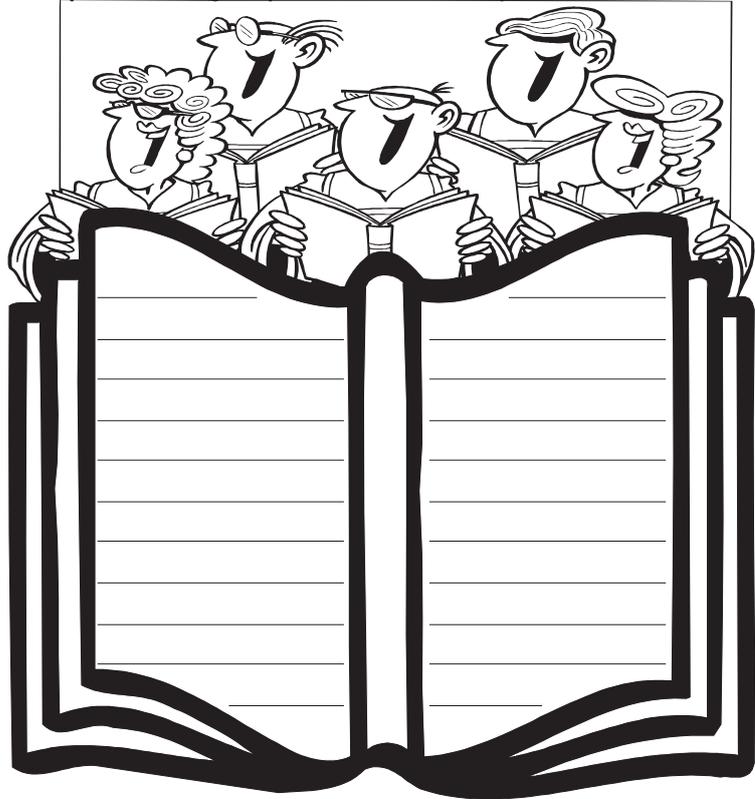
Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

- Have the children list on the Activity Sheet some of their own phrases/words that express praise and worship to the Lord, or choose some from Psalms 100, 105, 118, 145-148.
- They can then select ones that go together, possibly repeating some, to make a song.
- If you do it as a group activity, choose someone to write out the finished song.
- The children can then either sing or chant their praise song individually or as a group, and you may like to use some simple rhythm instruments, eg. tapping sticks or shakers as accompaniment.

Compose a song of praise and worship with your friends.



List above some of your own phrases/words that express praise and worship to the Lord, or choose some from Psalms 100, 105, 118, 145-148. Select some that go together - possibly repeating some.

Activity B – Reactions and Responses

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- The children complete the activity as instructed on the Activity Sheet.

REACTIONS AND RESPONSES

Read the situations below and fill in how people often react to these situations. How would God want people to respond? Choose from the responses below and write the appropriate numbers (at least 2 responses for each situation) in column 3. Discuss your answers.

SITUATIONS	REACTIONS	GOD'S WAY
My brother was mean to me.		6,7
Mum/Dad, there is a disco on at school and ...		1,10
I don't like you anymore.		3,4
I was given too much change at the shop.		2,7
Mum and Dad were talking to friends and I needed to ask something.		7,8
A friend/neighbour has a broken ankle so I ...		3,9
I rode my bike down the footpath through a red light		1,7
Parent: "Come straight home."		1,7
Teacher: "This homework must be done tonight."		5,7
My best friend has invited me to a party, but I know there will be drugs/alcohol there.		10,7
Parent: "Please clear away the dishes."		1,9

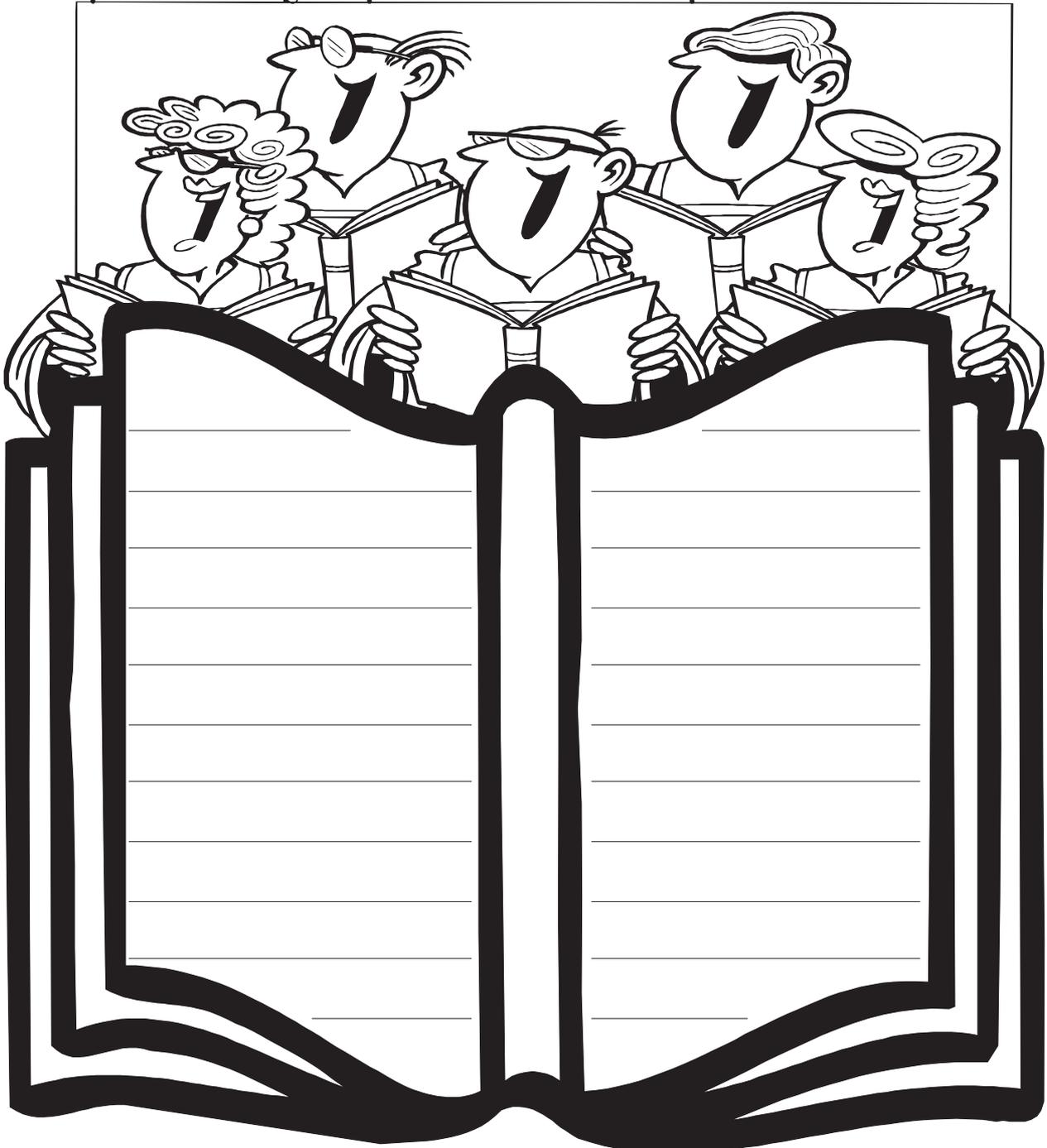
GOD'S WAY FOR US IS TO BE MORE ...

1. Obedient	6. Forgiving
2. Honest	7. Self-disciplined
3. Loving/caring	8. Polite/good mannered
4. Understanding	9. Giving
5. Wise in use of my time	10. Wise

David and the ark

Activity A – A Song of Praise/Worship

Compose a song of praise and worship with your friends.



List above some of your own phrases/words that express praise and worship to the Lord, or choose some from Psalms 100, 105, 118, 145-148. Select some that go together - possibly repeating some.

David and the ark

Activity B – Reactions and Responses

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I don't like you anymore.		
I was given too much change at the shop.		
Mum and Dad were talking to friends and I needed to ask something.		
A friend/neighbour has a broken ankle so I ...		
I rode my bike down the footpath through a red light.		
Parent: "Come straight home."		
Teacher: "This homework must be done tonight."		
My best friend has invited me to a party, but I know there will be drugs/alcohol there.		
Parent: "Please clear away the dishes."		

GOD'S WAY FOR US IS TO BE MORE ...

- | | |
|---------------------------|-------------------------|
| 1. Obedient | 6. Forgiving |
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| 3. Loving/caring | 8. Polite/good mannered |
| 4. Understanding | 9. Giving |
| 5. Wise in use of my time | 10. Wise |

Absalom

II Samuel 13 - 18

Storyline

The great sin of King David with Bathsheba resulted in a word of the Lord that adversity would come against him from his own household. David's son Amnon defiled his half brother Absalom's sister Tamar. Absalom hated him for this and two years later killed Amnon, and fled. David was concerned for Absalom, and eventually the young man returned from exile, but was not allowed to see his father. Two years later, and following reconciliation with his father, King David, Absalom began to plot to wrest the kingship from his father. He wooed the people, gradually gathering many to himself, and had himself declared king in Hebron. To avert an attack against Jerusalem, David and his many loyal followers fled the city. Absalom was killed by Joab, despite David's pleas to his commanders to show the young man mercy. On hearing the news of his son's death, David mourned exceedingly, until reprimanded by Joab for showing more regard for his wayward son, than for those who had risked their lives in battle for him. David heeded Joab, and rose to comfort and support his people.

Suggested Teaching Approach

Theme 1: Read the storyline. Discuss together what it means to be content the person God has made us to be. How do we demonstrate that we are content? How do we demonstrate that we aren't content?

Theme 2: Read the storyline. Discuss together why forgiveness is such an important part of our Christian walk. How does unforgiveness affect our relationships with one another.

Theme One

"Being who God made you to be"

Absalom wanted to be king, and found a way to achieve this, but this was not what God had chosen for him. This was evil in God's eyes and God brought disaster on him. We must learn to be happy with the person whom God has made us to be and where He has placed us in our family. This will please God and He will be our helper and not our enemy.

Key Thought

If you choose an evil way, as Absalom did, God will oppose you. Because He loves you, He gives you every chance to come back to Him.

Aim

To have the children understand that they can expect God to help them to be the persons He wants them to be. If they want to be something different, God will oppose them.

Memory Verse

"As He who called you is holy, you also be holy in all your conduct." (1 Peter 1:15).

Theme Two

"Forgiveness"

David loved Absalom despite his sin and eventually he was able to forgive him fully. Even though Absalom tried to turn the children of Israel against David, David still loved him even unto his death. We also have to love and forgive those who do wrong against us otherwise we allow ourselves to be bitter against them. This can happen with our parents, brothers and sisters or friends.

Key Thought

Even when friends or relatives are against us, we need to show an expression of love and forgiveness.

Aim

Encourage the children to forgive those who do wrong to them and to love the way that God loves.

Memory Verse

"And be kind to one another, tenderhearted, forgiving one another, even as God in Christ forgave you." (Ephesians 4:32).

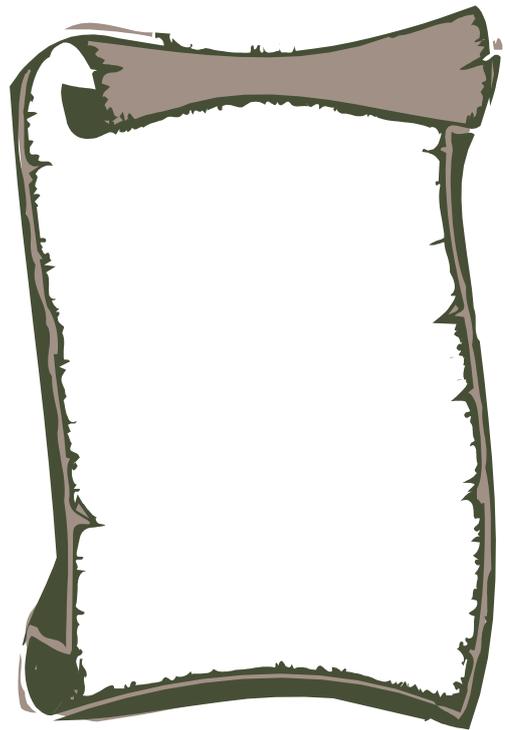
Activity A – Deliver a Message

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Red sealing wax or some short lengths of ribbon.

Steps

- Ahimaaz was compassionate and tactful – he didn't just blurt out 'Absalom is dead.'
- Have each child write a message on a scroll, roll it up and either seal it with red wax or tie a ribbon around it. Then have each child give their scroll to another child.
- Each child has a few minutes to think before delivering the message to the class. The message must be accurate and delivered tactfully. The message written must not directly involve the child, as in "I broke the vase" but rather something the child saw – "I saw the cat knock over the vase." Other examples: The dog chewed your new shoes; the budgie died; the delivery truck reversed into Dad's car.



Activity B – Chinese Whispers

Materials

- Pen and paper.

Steps

At Home

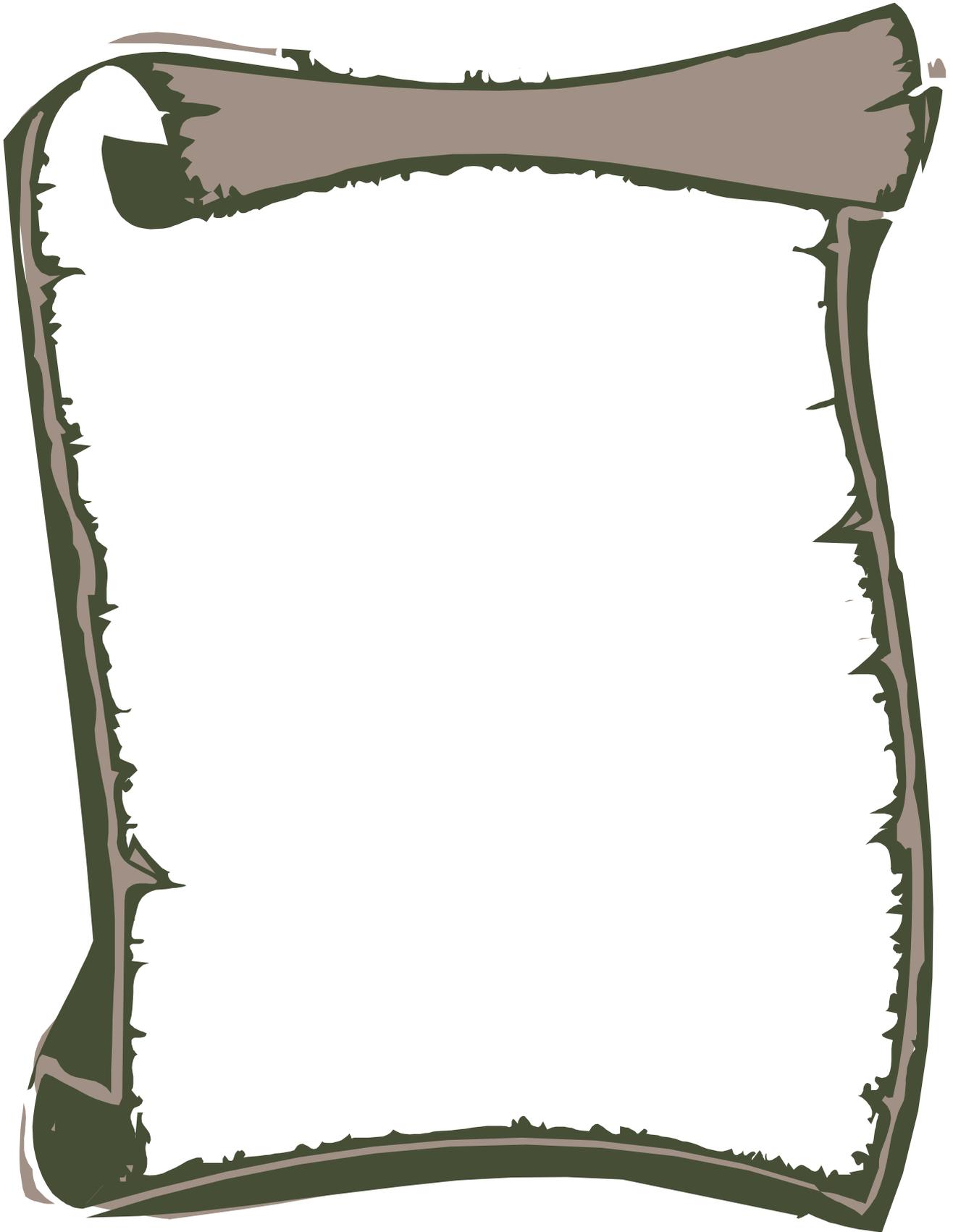
- Write out a few messages on a piece of paper. The messages consist of a few sentences with details like who went where to do what with whom, etc, eg "Bob rang Sue to say he and Jane would be arriving on the 7.45 train at Central Station. Would Sue and David pick them up and take them to the bus depot in Queen Street, to catch the 9.15 bus to Sydney?"

In Class

- Take a child aside (where they can't be overhead) and read the first message.
- The child calls the next child aside and repeats the message, until the message has passed to the last child, who delivers it to the class.
- Compare the first to the last.
- Repeat with other messages, starting and ending with different children. You might like to pass the memory verse down the line.

Absalom

Activity A – Deliver a Message



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Solomon becomes king

I Kings 3 & 4

Storyline

Following the death of David, Solomon, his son, became king. Quite early in his reign, Solomon was asked by God what He should give him. In great humility of heart, Solomon confessed his need for wisdom, to be able to rule God's people well. God was greatly pleased with Solomon's choice, and gave him a wise and understanding heart, as well as the things he did not ask for himself - riches and honour. Under Solomon's wise administration, God's people prospered and lived in safety. Solomon's wisdom became renowned throughout the world, and men of all nations came to hear him.

Suggested Teaching Approach

Theme 1: Use Activity A, or a game of "Hangman," to introduce the lesson. Discuss what wisdom is and why it is so important. Especially note how God's wisdom is used to serve others.

Theme 2: Read the storyline or have the children read from the Scriptures. Ask the children to write down any plans they have for their future. Discuss (a) whether their plans might be like those God has for them. (b) whether Solomon's goal to serve God and His people, could be their goal too.

Theme One

"Seek God's wisdom"

Not all difficulties are easy to solve but as they are committed to the Lord, He brings the answer in His own time and way. Solomon had sought the Lord for a discerning heart and was able to reveal the truth in the example of the two women with the baby. We must not depend on our own wisdom or on the wisdom of this world's great people. Like Solomon, we need to ask God for a wise heart.

Key Thought

The need to look to God for every situation and understand we are truly dependent upon His wisdom.

Aim

To encourage the children to ask God for wisdom in every situation they face.

Memory Verse

"For the Lord gives wisdom; from His mouth come knowledge and understanding." (Matthew 6:33).

Theme Two

"Serve God and His people"

Of all that Solomon could have asked God for, he chose to ask for that which would benefit God's people most. The result was great blessing, both for Solomon personally and for the Lord's people. Similarly, as we choose to make the service of the Lord and His people the top priority of our lives, we experience rich blessing from the Lord, and become ourselves a blessing to others.

Key Thought

The Lord wants us to make serving Him and His people, the goal of our lives.

Aim

For the children to be encouraged as they think of their futures, to focus their life's direction on serving the Lord and His people.

Memory Verse

"Serve the Lord with gladness; come before His presence with singing." (Psalm 100:2).

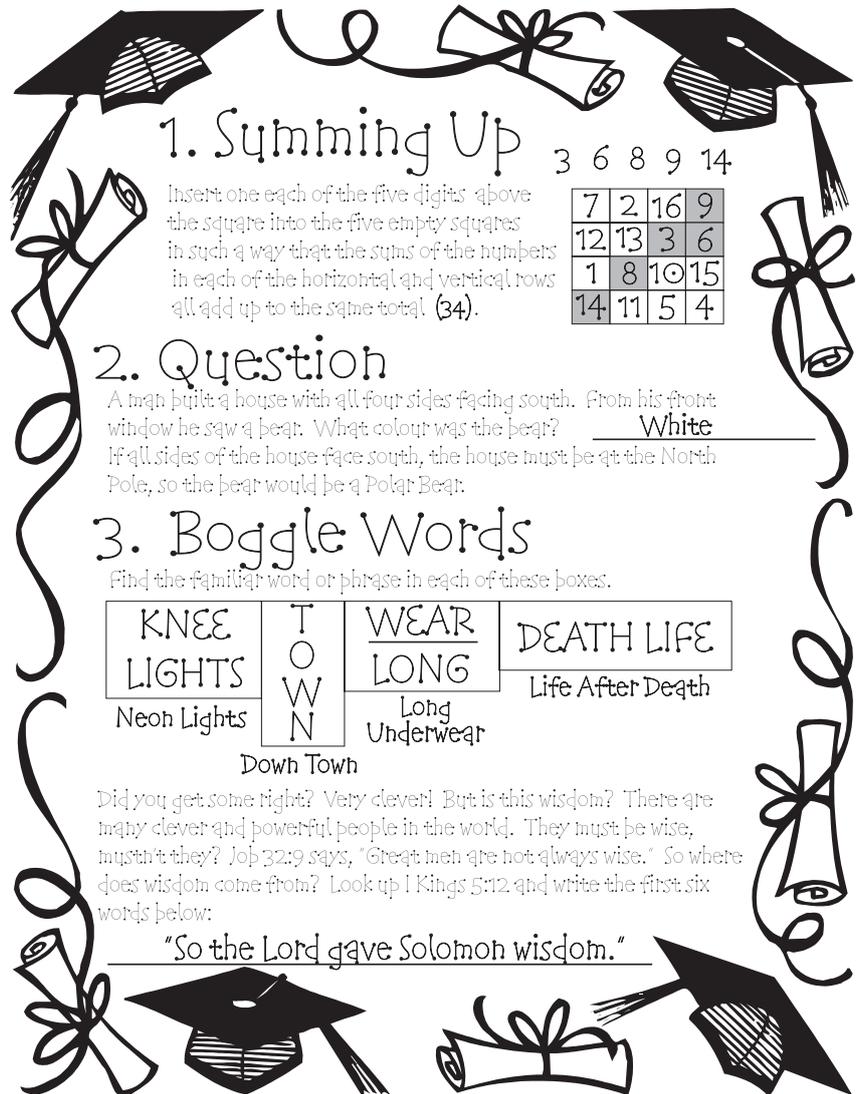
Activity A – Finding Wisdom

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

- Give the children a set time to work out the puzzles, then have them look up the Bible verse and write out the first six words in the space provided.



1. Summing Up 3 6 8 9 14

Insert one each of the five digits above the square into the five empty squares in such a way that the sums of the numbers in each of the horizontal and vertical rows all add up to the same total (34).

7	2	16	9
12	13	3	6
1	8	10	15
14	11	5	4

2. Question

A man built a house with all four sides facing south. From his front window he saw a bear. What colour was the bear? White

If all sides of the house face south, the house must be at the North Pole, so the bear would be a Polar Bear.

3. Boggle Words

Find the familiar word or phrase in each of these boxes.

KNEE LIGHTS Neon Lights	T O W N Down Town	WEAR LONG Long Underwear	DEATH LIFE Life After Death
-------------------------------	-------------------------------	--------------------------------	--------------------------------

Did you get some right? Very clever! But is this wisdom? There are many clever and powerful people in the world. They must be wise, mustn't they? Job 32:9 says, "Great men are not always wise." So where does wisdom come from? Look up 1 Kings 5:12 and write the first six words below:

"So the Lord gave Solomon wisdom."

Activity B – Blind-Folded Obstacle Course

Materials

- Items for obstacle course.
- Blindfolds.

Steps

- If indoors, make an obstacle course with cardboard boxes, chairs, tables or anything else that is handy. Remember obstacles can be to climb over, under and through. Don't forget, safety first.
- If outdoors, use cardboard boxes, but also utilise any playground equipment, trees, perhaps some old tyres etc.
- Children pair off – one to run the course, the other to give voice commands to guide them through the course. Then they reverse the roles.
- Remind the children of Proverbs 10:8, "The wise heart will receive commands."

Solomon becomes king

Activity A – Finding Wisdom

1. Summing Up

3 6 8 9 14

Insert one each of the five digits above the square into the five empty squares in such a way that the sums of the numbers in each of the horizontal and vertical rows all add up to the same total.

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Solomon's temple

I Kings 5 & 6

Storyline

God's people were now living in peace and safety. (1 Kings 5:4). It was time for Solomon to build the temple of the Lord. (1 Chronicles 17:11-12). The completion of the building took careful planning, preparation, particular materials and time. Every detail of dimension was meticulously followed. All the stones were finished at the quarry and taken to the building site. Cedar wood covered the stone inside the temple and gold overlaid the wood. The work continued for seven years until it was "finished in all its details and according to all its plans." (1 Kings 6:38). As Solomon worked on the temple, the Lord told him that He would perform all He had spoken to David, if Solomon walked in, and obeyed, God's commandments. Even then the Lord was more concerned with obedience, than Solomon's gloriously built temple. (1 Kings 6:12).

Suggested Teaching Approach

Show a plan of a house (building), then a picture of the completed house.

Make a list together, of all the building requirements – idea, designs, architect, materials, time, fittings, landscaping etc.

Consider in discussion, the detailed planning described in the story of Solomon's temple – and how God builds and works in our lives.

Theme One

"You are the temple of God"

When we think of Solomon's workmen quarrying the stones, shaping them, and fitting them together, we have a picture of how God is building His temple, His church. He calls His people living stones. This world is like a huge quarry. He takes a stone here and a stone there from the quarry. Then He uses circumstances and His discipline to shape them the way He wants them to be. He fits them together to become His temple.

Key Thought

Although we are each individuals, God is preparing us to fit together with all those who love and trust Him, so that together we can be one temple for Him.

Aim

To encourage the children to understand that when they give their life to the Lord that they are giving Him the right to start to prepare them to take their place in the church, God's temple.

Memory Verse

*"For the temple of God is holy, which temple you are."
(1 Corinthians 3:17).*

Theme Two

"God dwells in His temple"

Solomon had built the temple according to the plans God had given to him. It was a magnificent and beautiful structure. When it was complete, the glory of the Lord filled the temple. But God warned Solomon that if the people did not walk in His ways, He would forsake the temple. Both Isaiah and Stephen tell us that God does not dwell in temples made with hands. But God does dwell in His temple, the church and He dwells in those who belong to Him.

Key Thought

God dwells in His people individually. He also lives in His people as His temple, His house.

Aim

To teach the children that if we love the Lord and obey Him, He promises to dwell in us.

Memory Verse

"Do you not know that you are the temple of God and that the Spirit of God dwells in you?" (1 Corinthians 3:16).

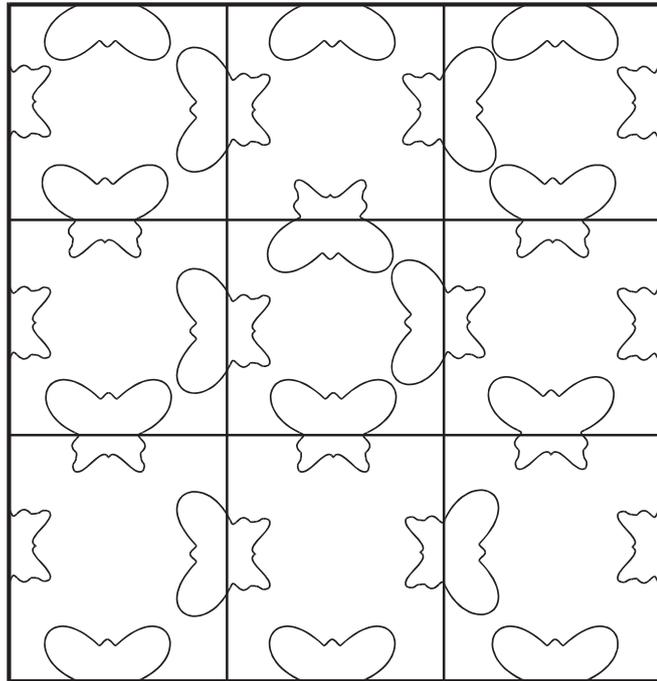
Activity A – Butterfly Puzzle

Materials

- 1 Activity Sheet per child.
- Colouring pencils.
- Scissors.

Steps

- Have each child choose four coloured pencils.
- Colour each butterfly in one colour without using a pattern (ie don't allow them to have one red, one blue, one green and one yellow butterfly in each square).
- Cut along the lines until the puzzle is in 9 pieces.
- Although the design is finished in detail, it must be put together in the right order, so that every butterfly is in the right place.



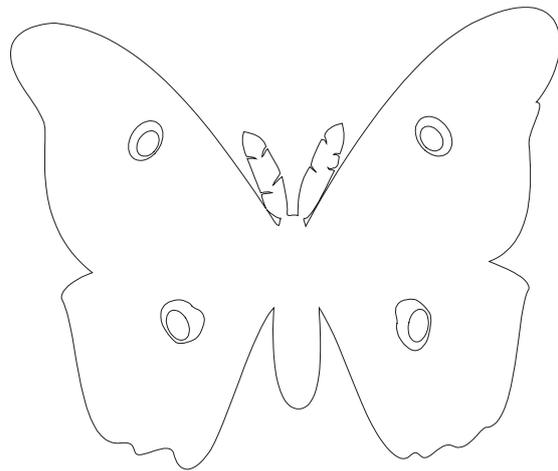
Activity B – Butterfly Hidden in a Cocoon

Materials

- 1 Activity Sheet per child.
- 1 toilet roll centre per child.
- 1 small branch or twig per child.
- 1 rubber band per child.
- 1 toe end of a stocking per child.
- Colouring pencils/felt pens.
- Glitter.
- Glue.
- Little scraps of anything to decorate the butterflies.

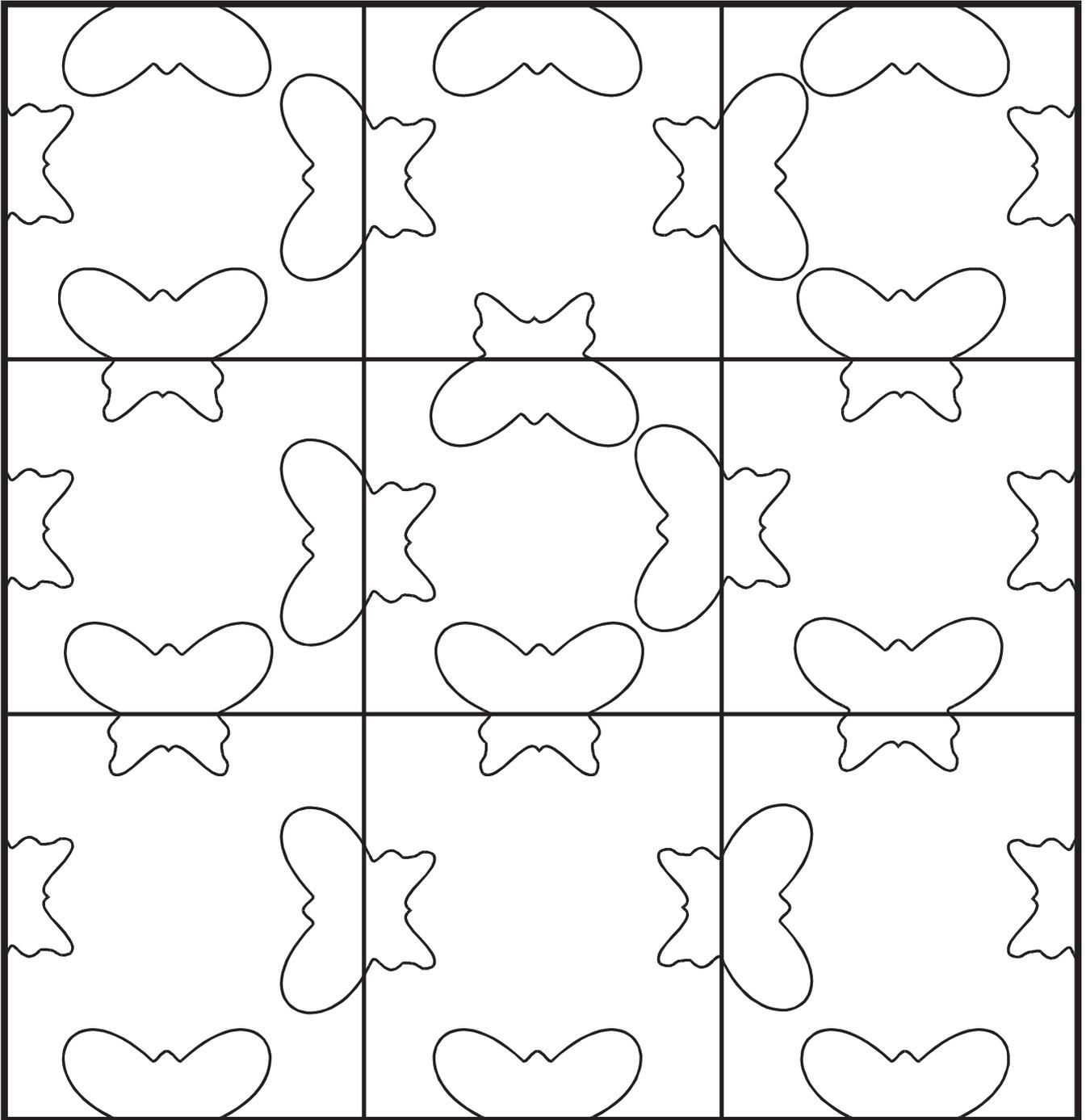
Steps

- Allow the children to decorate their butterfly in any design they wish.
- Write across the top, "As we submit ourselves to the Lord, His beauty is revealed in us."
- Fold the butterfly to fit inside the toilet roll, put the roll inside the stocking and attach it to the twig with the rubber band.



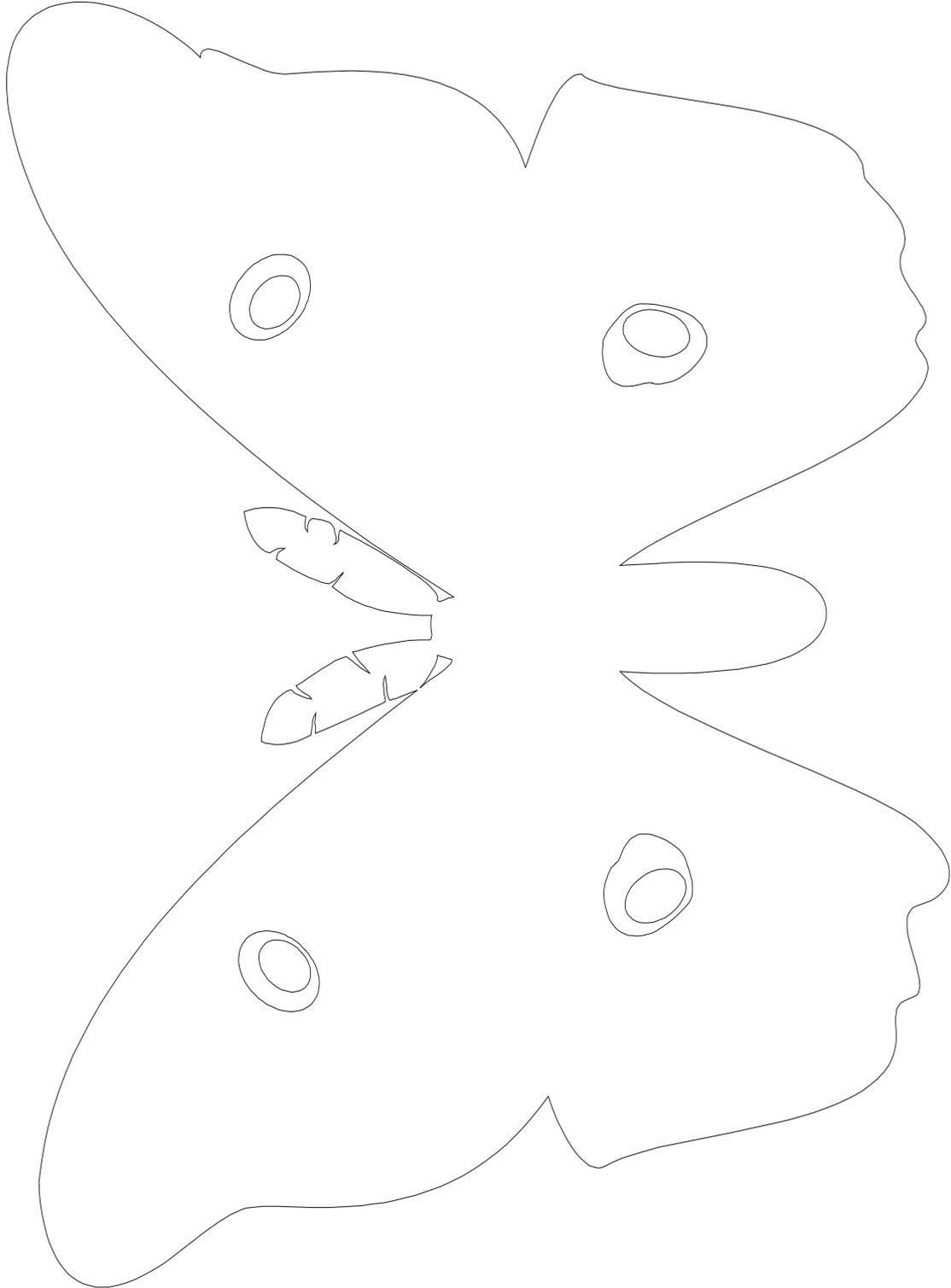
Solomon's temple

Activity A – Butterfly Puzzle



Solomon's temple

Activity B – Butterfly and Chrysalis



Israel divided, Rehoboam and Jeroboam

I Kings 12 - 14

Storyline

Solomon's son Rehoboam, took the advice of his young companions rather than that of the elders, and imposed heavier burdens on the people. Under Jeroboam, the ten northern tribes decided to set up their own kingdom, while the two tribes of Judah and Benjamin continued under the Davidic monarchy with Rehoboam as king. Jeroboam and the northern tribes compounded their rebellion by setting up a religious cult with alternative altars, golden calves, feasts and sanctuaries. God sent a prophet to warn them to change their ways, but they took no notice of him. The kingdoms under Rehoboam and Jeroboam continued in sin, and warred with each other all their days.

Suggested Teaching Approach

Theme 1: Read the storyline. Ask the children to list the times that God's people took alternatives to obedience to Him. Use Activity B to continue the discussion, concluding with a statement of the Key Thought. Encourage the children to testify to the results in their lives, of obeying God through parents.

Theme 2: Ask the children if they have been encouraged by others to disobey parents (or the Lord). Read the storyline. Give opportunity for the children to share their own thoughts on how to know the Lord's voice.

Theme One

"Obedience"

The Lord will not accept or bless alternative courses of action that we offer as substitutes for obedience to His will. King Jeroboam (of the northern kingdom) did not obey the Lord, but set up his own system of worship. The southern kingdom also turned away from the Lord. People of both kingdoms were eventually taken into captivity. Some later returned to the land, but the kingdom was not restored. We must not presume on the mercy of the Lord, but remain obedient.

Key Thought

God requires simple obedience from us. This obedience leads to eternal life, but disobedience eventually leads to separation from God.

Aim

To help the children realise that God requires a heart set on obedience to His will, and not on alternatives which we consider more suitable.

Memory Verse

"Obey My voice, and I will be your God, and you shall be My people." (Jeremiah 7:23).

Theme Two

"Knowing the voice of the Lord"

The prophet, the man of God, heard from God and obeyed God. He took an unpopular message to Jeroboam. When God's judgment fell on Jeroboam, he prayed to God for the king's healing. He refused the king's invitation to return home for refreshments, because God had told him not to go. Yet, when the old prophet invited him home, he listened to him and disobeyed God. We must always make sure we are hearing from God and are not deceived by what other Christians may say.

Key Thought

It is important to know the voice of the Lord so we won't be led astray.

Aim

For the children to learn that we can hear the Lord's voice, through participation and relationship in the body of Christ and their family.

Memory Verse

"My sheep hear My voice, and I know them, and they follow Me." (John 10:27).

Activity A – Bible Celebrity Heads

Materials

- Sticky labels.

Steps

At Home

- Write on the sticky labels the names of characters from today's story, or one of the previous stories this term, or even this year. One name per sticker.

In Class

- Place a sticker with a character's name on it on the forehead of each child in the class, making sure that each child does not see the name on their sticker.
- The first child then begins asking the class questions to find out who he/she is. The questions can only be answered yes/no. When the child asks a question to which the answer is 'no' the turn moves on to the next child.
- Keep going until all children have guessed which character they are.
- Have a second round of stickers ready if needed.

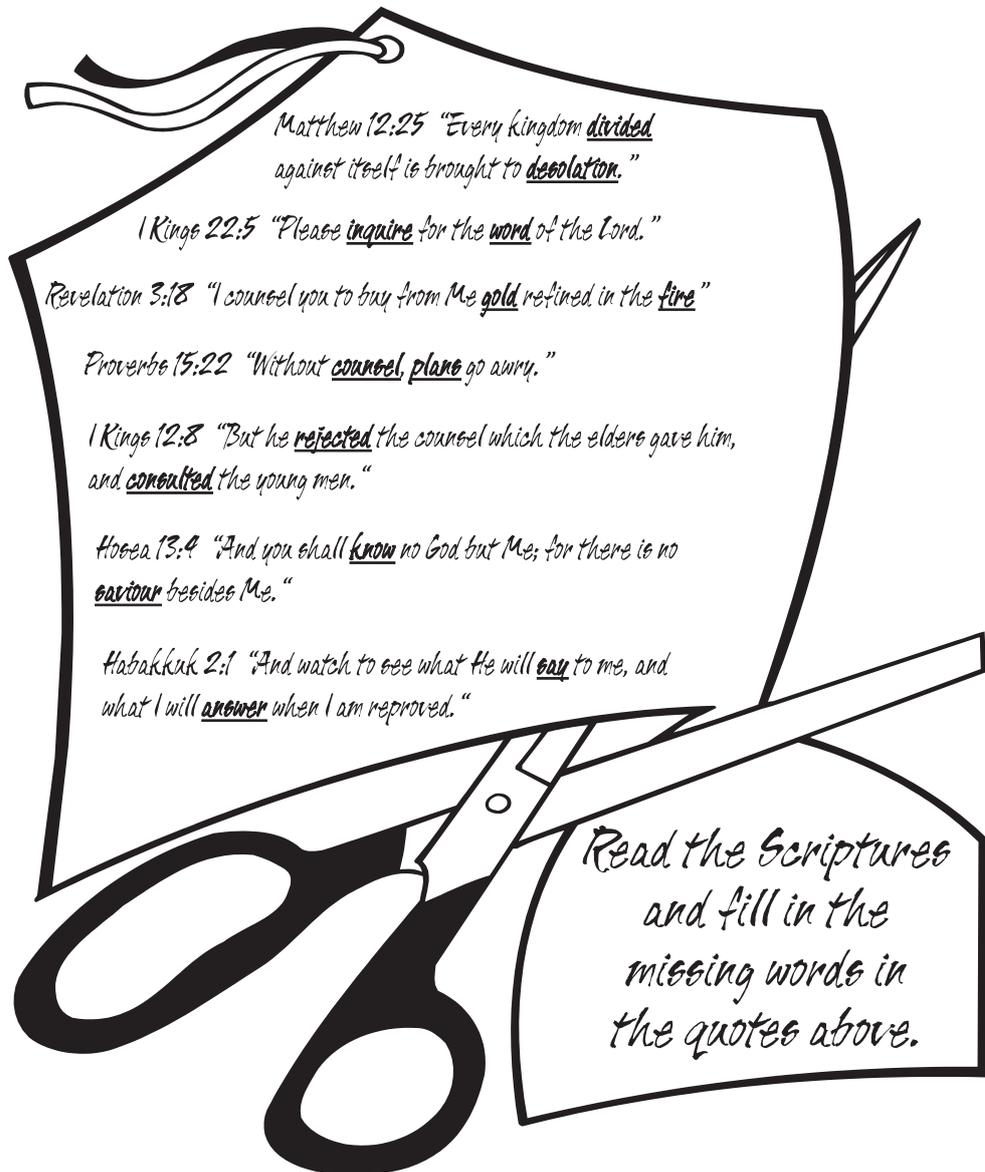
Activity B – Find the Missing Words

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

- The children look up the Scriptures to fill in the missing words.



Israel divided, Rehoboam and Jeroboam

Activity B – Missing Words

Matthew 12:25 "Every kingdom
against itself is brought to"

1 Kings 22:5 "Please for the of the Lord."

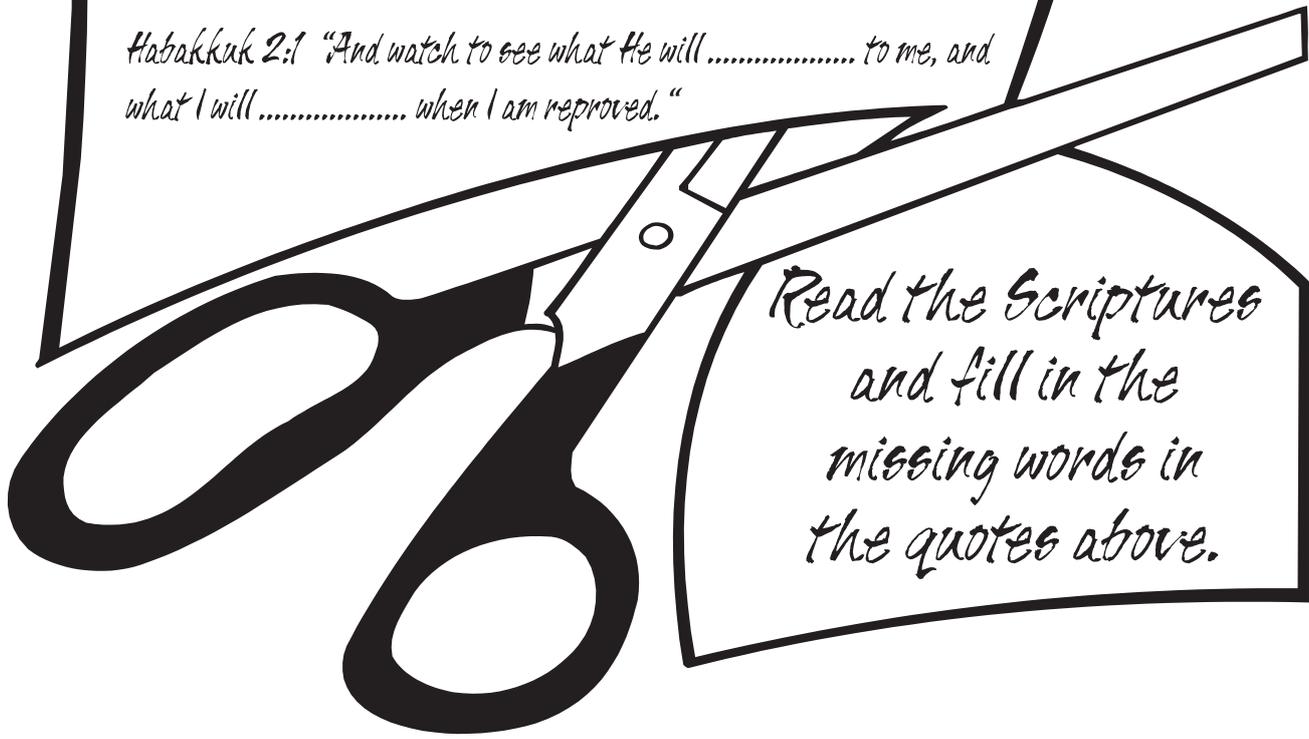
Revelation 3:18 "I counsel you to buy from Me gold, in the"

Proverbs 15:22 "Without, go awry."

1 Kings 12:8 "But he the counsel which the elders gave him,
and the young men."

Hosea 13:4 "And you shall no God but Me; for there is no
..... besides Me."

Habakkuk 2:1 "And watch to see what He will to me, and
what I will when I am reproved."



Read the Scriptures
and fill in the
missing words in
the quotes above.

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Elijah and the widow

I Kings 17

Storyline

Elijah was a prophet of God while wicked Ahab was king of Israel. The Lord told Elijah to tell Ahab that there would be famine and drought because of the sin of the people. God told Elijah to hide by a stream called Cherith, where ravens fed him bread and meat. When the stream dried up, Elijah was sent to Zarephath to be cared for by a widow. He asked her for bread, but she had only enough for one last meal for herself and her son. The woman made a cake for Elijah and he told her that she would not run out of oil or flour until it rained. Not long after, her son became ill and died. The widow blamed Elijah, but Elijah prayed to the Lord and her son was raised from the dead. The widow recognised Elijah as a man of God.

Suggested Teaching Approach

Read the storyline or Scriptures.

Theme 1. Discuss the faithful prayer of Elijah for the widow's son. Remind the children that God's answers to our prayers are not always the answers we expect. Activity B could be used to highlight all of the things that God provides.

Theme 2. Discuss some of the things that God has given us to bless others. Discuss what it means to be a cheerful giver.

Activity A could be used after discussion based on the "In Class" notes listed, or Activity B could be used as a discussion starter on some things the Lord provides for us – things we can pray for.

Theme One

"God will provide"

God provided for Elijah by sending the ravens and later through the widow. He raised the widow's son to life. He is still working in amazing ways today. If God calls on us to do something special for Him and we do not have what is needed to do this, He will use others to provide those things, so that we can do His will.

Key Thought

Whatever our situation, God wants us to do His will. As we do it, He will help and provide for us.

Aim

To help the children to be confident in knowing that God will give them everything they need in order to obey Him.

Memory Verse

"Trust in Him at all times, you people; pour out your heart before Him." (Psalm 62:8).

Theme Two

"Willing to give"

We do not have to be important and we do not have to have lots of money and possessions. All God requires of us is that we be prepared to give from what we have. The widow was not rich and she was not important with lots of possessions and lots of food. All she had was some flour and oil. She was willing to give all she had so God blessed her and provided for her.

Key Thought

Sometimes God asks us to give to others, more than we can really afford, which involves our trusting Him to provide for our own needs.

Aim

To teach the children that God loves a cheerful giver.

Memory Verse

"So let each one give as he purposes in his heart, not grudgingly or of necessity; for God loves a cheerful giver." (2 Corinthians 9:7).

Activity A – Invisible Writing

Materials

- A4 paper.
- Paint brushes (or a dipping tray for A4 paper).
- Water paint or food colouring.
- Container to transport the paint solution.
- White crayon (or birthday candle).
- Protective clothing, and a suitable location for the lesson, where splashed paint will not be a problem.

Steps

At Home (test this activity before the actual lesson)

- On A4 paper, write in big letters the following prayers, using the crayon/candle:
 “Lord God of Israel, withhold rain and dew until I pray for it.”
 “O Lord my God, I pray, let this child’s soul come back to him.”
 “Lord God of Abraham, Isaac, and Israel, let it be known this day that You are God in Israel, and that I am Your servant, and that I have done all these things at Your word. Hear me, O Lord, hear me, that this people may know that You are the Lord God, and that You have turned their hearts back to You again.”
- Prepare a paint or food colour solution.
- Paint (or dip in paint solution) over crayon prayers. Adjust the strength of the solution so that the writing is visible.
- Place the paint solution in a container ready for transport to the lesson.
- In preparation for the lesson, write the prayers on enough pieces of paper for one per child, using the candle/crayon.

In Class

- Discuss with the children:
 - How would Elijah feel, praying for no rain, so that the crops and livelihood of the nation would be destroyed?
 - Would Elijah have felt like asking for rain when the brook had dried up?
 - Was the judgment of God on Israel easy for the Israelites to live with?
 - What was the outcome of God’s judgment?
 - Have you prayed for anything before?
 - How have your prayers been answered?
 - How did you feel while you were praying?
 - How long did you keep praying? (Three years?)
 - How long did the answer take to arrive?
- Have the children paint their paper or dip it in the paint to reveal the verses on it.

Activity B – Scrambled Words

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- The children unscramble the words to find out what things the Lord provides.



Unscramble the words to find out what the Lord provides for you.

DOFO _____	FOOD
CEEPA _____	PEACE
PLENDINCSI _____	DISCIPLINE
SHI YBOD _____	HIS BODY
SJEUS HCISTR _____	JESUS CHRIST
ECNEITAP _____	PATIENCE
OGOD TLEHAH _____	GOOD HEALTH
GLUINSTH _____	SUNLIGHT
SRENIDF _____	FRIENDS
LPIHRUATS FIGST _____	SPIRITUAL GIFTS
EIBBL _____	BIBLE
SSENKEEM _____	MEEKNESS
A EHMO _____	A HOME
VELO _____	LOVE
YLOH TIIRPS _____	HOLY SPIRIT
RNAETPS _____	PARENTS
OYJ _____	JOY

Elijah and the widow

Activity B – Scrambled Words



Unscramble the words to find out what the Lord provides for you.

DOFO _____

CEEPA _____

PLENDINICSI _____

SHI YBOD _____

SJEUS HCISTR _____

ECNEITAP _____

OGOD TLEHAH _____

GLUINSTH _____

SRENIDF _____

LPIIRUATS FIGST _____

EIBBL _____

SSENKEEM _____

A EHMO _____

VELO _____

YLOH TIIRPS _____

RNAETPS _____

OYJ _____

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Elijah on Mt Carmel

I Kings 18

Storyline

The Lord spoke to Elijah the prophet “Go, present yourself to Ahab, and I will send rain on the earth.” Elijah asked Ahab to assemble all Israel, the prophets of Baal and the prophets of Asherah, to Mt. Carmel. There he challenged the people to choose God or Baal. They did not answer so he set another challenge. Bulls were laid on wood with no fire. The people called on their gods, and Elijah called on the name of the Lord, to answer by fire. Elijah’s altar was drenched with water, before he called to the Lord. Baal did not answer; but God sent fire on Elijah’s sacrifice and altar, to consume them. The people responded in praise to God, and Elijah commanded them to seize the prophets of Baal. Everyone of them was executed. Then God sent the rain.

Suggested Teaching Approach

Read the storyline or the Scripture reference. Use a blackboard or chart paper to compare points of the storyline from this Old Testament story with present day circumstances in the children’s lives, eg (a) God used Elijah to challenge the Israelites when they followed Baal; whom does God use to challenge you if you follow unrighteousness? (b) Do you worship God willingly or does He need to keep calling you? (c) Elijah prayed in faith to God – how do you pray?

Theme One

“Trust in the Lord”

Obadiah greatly feared the Lord. He showed this by hiding 100 prophets in caves and feeding them. But when Elijah told him to tell the king he was there, Obadiah was afraid the Spirit of the Lord would take Elijah away and then the king would kill Obadiah. Because Obadiah was scared of Ahab, he found it hard to do what Elijah asked him to do, but he did it anyway. God often gives what seem to us to be hard or scary things to do, but if we continue to trust and obey Him, we find that He works things out wonderfully.

Key Thought

It is easy to be happy with the way we have trusted God in the past, but it is not enough to have trusted just once. Over and over in our lives we have to trust God to see His miracles.

Aim

For the children to understand that trusting God is something that they must keep on doing, more and more, for the rest of their lives.

Memory Verse

“In God I have put my trust; I will not be afraid.” (Psalm 56:11).

Theme Two

“The one true God”

God punished the idolatry of King Ahab and the people with drought and famine. God then proved His power by burning up Elijah’s sacrifice in the contest with the false prophets of Baal. Although we cannot see God, He wants us to know that He is more real than anything or anybody else. He wants us to see His mighty power at work in our lives.

Key Thought

The Lord wants us to know Him as a very real Person. He wants us to know His power to overcome all that is against Him.

Aim

For the children to realise that idols in our hearts are unreal and that only God is real and He is powerful.

Memory Verse

“But the Lord is the true God; He is the living God and the everlasting King.” (Jeremiah 10:10).

Activity A – Jigsaw Puzzle

Materials

- 1 Activity Sheet per child, photocopied or mounted on cardboard.
- Pencils/felt pens.
- Scissors.
- Small plastic bag per child for jigsaw.

Steps

- Colour in the picture being careful not to cover the jigsaw lines.
- On the back of the puzzle, children write their initials or make some distinguishing mark on each piece of the puzzle so as to avoid confusion when they are all cut up.
- The children carefully cut along the guidelines to make a jigsaw puzzle.
- The children can take their jigsaw home in a plastic bag.



Activity B – Acrostic Poems

Materials

- 1 sheet of plain paper per child.
- A section of words taken from the story and written on a sheet of paper, eg Elijah, Mt Carmel, prophets.
- Pencils.
- Colouring pencils/felt pens.

Steps

- The children select a word from those selected by the teacher and write it down the side of the paper.
- Using the letters of the word as the beginning of new words or sentences, write a short description of one part of the story.
- Illustrate the poem.

Example

Elijah believed and trusted God. He
Loved God even
In the most difficult times.
Just like Elijah, God calls us to
Always trust
Him.

Elijah on Mount Carmel

Activity A – Jigsaw Puzzle



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Good King Jehoshaphat

II Chronicles 18 - 20

Storyline

When King Asa died, his son Jehoshaphat ruled in his place. The Lord was with Jehoshaphat. Through marriage, Jehoshaphat allied himself with Ahab, King of Israel. When Jehoshaphat visited Ahab, he was persuaded to join him in battle against Ramoth Gilead. Jehoshaphat was saved from harm in battle because he cried out to the Lord. However, Ahab was killed. Returning to Judah, Jehoshaphat implemented judicial reforms in all the cities. Those he made judges, were to act in the fear of the Lord. Later, the threat of a great multitude coming to war against Jehoshaphat (and Judah and Jerusalem), set them seeking the Lord in prayer and fasting. God answered them through Jahaziel, not to be afraid as the battle was God's. The army of Judah went to the wilderness praising God. They found only dead bodies of the enemy army. There was great spoil retrieved, and Judah returned to the city of Jerusalem singing joyfully and playing musical instruments.

Suggested Teaching Approach

Read together, the storyline. Have the children find some of the relevant Scriptures after this, to encourage the use of their Bible.

Theme 1. Play a simple trust game to show that "the one who helps us must be trusted."
(a) A bigger or stronger child could be asked to "catch" a smaller child as he "falls." (b) One child could lead another blindfolded through a simple maze. Discuss some instances from Scripture where God saved others, like Jehoshaphat, who trusted Him.

Theme 2: The children could list the different types of rewards they may receive at school or home, for obedience. Consider together these more material or practical rewards. Then discuss the reward described in the memory verse. Share some testimonies together, of how God has rewarded faith.

Theme One

"God is able to deliver His people"

Jehoshaphat trusted God to save him in the midst of a battle. Later he and all of Judah prayed and fasted for they feared a great multitude coming against them. We need to heed the example of Jehoshaphat as he first trusted and believed in God's power to save him, then prayed for deliverance. Most importantly, we must obey any directions God gives as He answers prayer. If we only trust in our own strength, we will miss the wonder of seeing God's power at work for deliverance and salvation.

Key Thought

How able God is to deliver His people in all circumstances. If we cannot trust Him for this, then we do not know our God well.

Aim

For the children to consider the power God has to deliver those who trust and obey Him.

Memory Verse

"The Lord will deliver me from every evil work and preserve me for His heavenly kingdom." (2 Timothy 4:18).

Theme Two

"Seek the Lord"

Jehoshaphat lived his life faithful to the God he knew and loved. Though he sometimes found himself in dangerous situations, God heard his cries for help and answered his prayers. Jehoshaphat knew deliverance in those situations, and he and the army of Judah were also rewarded with great spoil as they were faithful to God. Have we known God's reward as we have been faithful to Him and His direction?

Key Thought

Those faithful to God and His ways, shall be rewarded. Though material rewards may be included, the greatest reward is the salvation of our souls and the joy of knowing Him.

Aim

For the children to be encouraged in their faith, to know God as a loving and rewarding Father.

Memory Verse

"Blessed are those who keep His testimonies, who seek Him with the whole heart!" (Psalm 119:2).

Activity A – Word Search

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- The children find the words listed in the word search square.

FIND THE WORDS LISTED BELOW IN THE WORD SEARCH ABOVE.

WICKED	JEHOSHAPHAT	GOD	MICAH
SAVED	FAITH	WRATH	PRISON
RING	FEAR	PROPHECY	HELP
BATTLES	PEACE	IMLAH	LORD
JUDGEMENT	JOASH	RICHES	AMON
CHARIOTS	DISGUISED	JEHU	SYRIANS
SCATTER	ISRAEL	ZEDERIAH	

Activity B – Missing Words

Materials

- 1 Activity Sheet per child.
- Pens/pencils.
- Bibles.

Steps

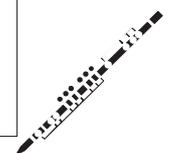
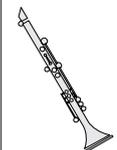
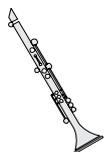
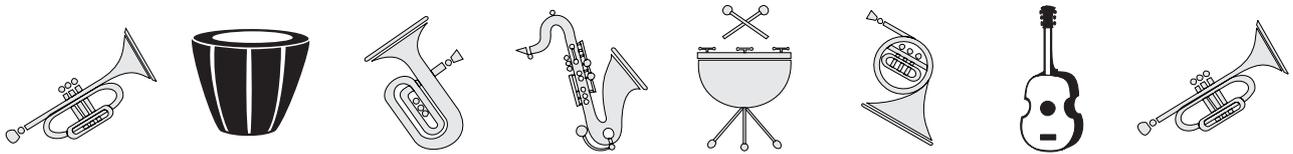
- The children fill in the missing words in the sentences.

Use the words around the outside of the circle to fill in the blanks in the sentences.

Jehoshaphat had riches and honour in abundance; and by marriage he allied himself with Ahab. Micaiah the son of imla was not a popular prophet with Ahab as he always prophesied evil about him. The king of Israel and the king of Judah went to Ramoth Gilead to war with the Syrians. Jehoshaphat did not turn aside from doing what was right in the sight of the Lord.

Good King Jehoshaphat

Activity A – Word Search



FIND THE WORDS LISTED BELOW IN THE WORD SEARCH ABOVE.

WICKED

SAVED

KING

BATTLES

JUDGEMENT

CHARIOTS

SCATTER

JEHOSHAPHAT

FAITH

FEAR

PEACE

JOASH

DISGUISED

ISRAEL

GOD

WRATH

PROPHECY

IMLAH

RICHES

JEHU

ZEDEKIAH

MICAH

PRISON

HELP

LORD

AMON

SYRIANS

Good King Jehoshaphat

Activity B – Missing Words

Use the words around the outside of the circle to fill in the blanks in the sentences.

Riches Ramoath Gilead Judah Micaiah Israel Lords Ahab Syrians

Jehoshaphat had _____ and honour in abundance; and by marriage he allied himself with _____. _____ the son of _____ was not a popular prophet with Ahab as he always prophesied _____ about him. The king of _____ and the king of _____ went to _____ to war with the _____. Jehoshaphat did not turn aside from doing what was right in the sight of the _____.

Elisha and the double portion

II Kings 2

Storyline

The Lord was about to take Elijah up into heaven in a whirlwind. Elisha was aware of this as they travelled together from Gilgal to the Jordan. At each town, Elijah entreated Elisha to remain behind, but he chose to continue on with Elijah to the Jordan. After they had crossed the river, Elijah asked Elisha what his request was. Elisha replied that he wanted to inherit a double portion of Elijah's spirit. This Elisha would receive, if he saw Elijah being taken into heaven. Elisha did see, and he took up Elijah's mantle. In the same action as Elijah at the Jordan, he struck the water with the mantle. The waters parted so he could cross on dry land. The sons of the prophets acknowledged that Elijah's spirit rested on Elisha. They insisted 50 men search three days in case Elijah had been cast onto a mountain or into a valley. However, Elisha was right that he would not be found. After these things, Elisha 'healed' the water in the city, and judged harshly the irreverence of youths as he travelled past them on his way to Bethel.

Suggested Teaching Approach

Children read the relevant passage of Scripture, or teacher can read the storyline.

Theme 1. Discuss what it means to persist and be faithful in our Christian walk. Talk about what eternal life is – not just living forever but living with God in His lifestyle of love.

Theme 2. Discuss what it means to pray according to the will of God. How do we know when we are praying according to the will of God?

Pray together, concentrating on our responses to God.

Theme One

“Be faithful to God”

Although Elijah asked Elisha not to go with him, Elisha insisted and went with him, saying that he would never leave Elijah as long as he lived. Because of his faithfulness, he was there when Elijah was taken up to heaven and this allowed him to receive the double portion blessing. You don't have to be an adult to be faithful to the Lord. You can show faithfulness by being diligent in prayer, obeying your parents which God has called you to do, and living a Christian lifestyle at school and at home.

Key Thought

God rewards faithfulness in His people. He gives His best gifts to His most faithful servants.

Aim

To show the children that to receive God's very best blessings you must show Him you are faithful by always serving Him with all of your heart.

Memory Verse

“My eyes shall be on the faithful of the land, that they may dwell with me.” (Psalm 101:6).

Theme Two

“Ask, and you shall receive”

Even though the thing Elisha asked for was hard to give, God allowed him to receive it because it was a good gift, with which Elisha could help people and not for selfish reasons. Every good and perfect gift comes from God. The Lord said that even earthly fathers give good things to their children. How much more will our heavenly Father give good gifts to those who ask Him?

Key Thought

Because God only wants to give us good things, when we ask according to His will, we always receive.

Aim

To show the children that if they ask God for things which help others, or which they can share and not just things for themselves, they will receive what they asked for.

Memory Verse

“How much more will your Father who is in heaven give good things to those who ask Him!” (Matthew 7:11).

Activity A – Playdough Pictionary

Materials

- Playdough.
- Word cards.
- Plastic on which to place and model the playdough (garbage or shopping bags).

Steps

At Home

- This activity can be used to review all the lessons this term. Make up word cards using objects from any of the eight lessons, eg. baby, chariot, temple, 12 tribes of Israel, bears, horses, whirlwind, altar, water jugs, fire, raven, bread, runner (messenger).

In Class

- Divide the class into two teams, and give each team some playdough.
- One player from each team is given a word card which they look at without showing the other members of their team.
- They then model the playdough to depict the word while the other members of their team guess what it is.
- If you can separate both teams a bit, they can both be doing the same word at the same time, with the first team to guess correctly gaining the point.
- That team could then gain extra points by re-telling the incident in the story that the object related to.

Activity B – Word Search

Materials

- 1 Activity Sheet per child.
- Pens/pencils.

Steps

- Children find the words in the puzzle, then decipher the two words spelt out in the left over letters.

See how many words below you can find in the word search. Cross off the letters as you find them and tick off the word. The words go in all directions. When you have completed the list, see if you can make two words out of the letters left over, ignoring the letter 'z' and 'x'.



D O U B L E
P O R T I O N



Elisha and the double portion

Activity B – Word Search

See how many words below you can find in the word search. Cross off the letters as you find them and tick off the word. The words go in all directions. When you have completed the list, see if you can make two words out of the letters left over, ignoring the letter 'z' and 'x'.



HEAVEN
PORTION
DOUBLE
PLEASE
ISRAEL

ELISHA
DRY
FIRE
GROUND
SEE

WATER
MANTLE
CHARIOT
TAKEN
ME

HORSE
JORDAN
ROLLED
OVER
WHIRLWIND



O	B	G	D	T	J	O	R	D	A	N	R	X	X	E
L	R	R	T	A	K	E	N	Z	X	E	O	Z	E	Z
X	H	O	R	S	E	I	Z	X	V	X	L	S	L	Z
P	Z	U	Z	X	W	Z	D	O	U	B	L	E	I	H
M	A	N	T	L	E	W	X	Z	P	L	E	A	S	E
U	F	D	R	Y	Z	X	A	X	Z	X	D	X	H	A
X	Z	I	X	X	P	O	R	T	I	O	N	Z	A	V
C	H	A	R	I	O	T	Z	M	E	X	Z	X	Z	E
W	X	I	Z	E	O	E	N	I	S	R	A	E	L	N



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SON SEEKERS

Well Done!



for completing
SonSeekers Unit 4
From Saul to Elisha



SON SEEKERS

Well Done!



for completing
SonSeekers Unit 4
From Saul to Elisha



Sonseekers Curriculum

Unit One

1. Creation 1
2. Creation 2
3. Adam and Eve
4. The fall
5. Cain and Abel
6. Noah builds an ark
7. The flood, Noah and his sons
8. The tower of Babel
9. Abram called, Abram and Lot
10. The covenant with Abraham
11. Ishmael and Isaac
12. Sodom and Gomorrah
13. The sacrifice of Isaac
14. Rebekah, Isaac's bride
15. Jacob and Esau
16. Jacob's ladder, Leah and Rachel

Unit Five

65. The widow's oil, a boy raised
66. Naaman
67. Famine in Samaria
68. Jonah
69. The captivity of Israel (the northern kingdom)
70. Hezekiah and Sennacherib
71. Isaiah
72. Josiah
73. Jeremiah
74. The captivity of Judah (the southern kingdom)
75. Daniel interprets the king's dream
76. The fiery furnace
77. The writing on the wall
78. Daniel in the lions' den
79. Esther
80. Restoration

Unit Two

17. Jacob becomes Israel
18. Joseph, the favourite son
19. Joseph goes to Egypt
20. Joseph interprets the dreams
21. Joseph's brothers
22. Israel in Egypt
23. Israelite slaves, Moses born
24. Moses flees and returns to Egypt
25. "Let My people go"
26. The first passover, Israel delivered
27. Crossing the Red Sea
28. Manna, water from the rock
29. Sinai and the ten commandments
30. Moses and the tabernacle
31. The golden calf
32. Twelve spies, 40 years of wandering

Unit Six

81. Zacharias, Elizabeth, Mary and John
82. The birth of Jesus
83. Jesus in the temple
84. John the Baptist
85. Jesus baptised and tempted
86. The call of the disciples
87. Water turned to wine
88. The temple cleansed, Nicodemus
89. The woman at the well
90. Healing of the paralysed man
91. The house built on the rock
92. Jesus stills the storm
93. The feeding of the 5000
94. The centurion's servant
95. Forgiveness in Simon's house
96. The sower and the seed

Unit Three

33. Aaron's rod
34. Moses hits the rock
35. The bronze serpent
36. Balaam and his donkey
37. Joshua and Rahab
38. Crossing the Jordan, Jericho
39. The sin of Achan
40. The sun stands still
41. Gideon's fleece
42. Gideon and his army
43. Samson
44. Samson and Delilah
45. Ruth, Naomi and Boaz
46. Hannah
47. Samuel hears God speak
48. Eli, Hophni and Phinehas

Unit Seven

97. Jairus' daughter, a woman touches Jesus
98. Jesus walks on the water
99. Miracles of healing
100. The transfiguration
101. A boy is healed
102. The unmerciful servant
103. A man born blind
104. The good Samaritan
105. Prayer
106. The raising of Lazarus
107. The lost sheep, coin and son
108. Attitudes of a servant
109. The marriage of the king's son
110. The ten lepers
111. The ten virgins
112. The talents

Unit Four

49. Saul chosen
50. Saul and the Amalekites
51. David chosen
52. David and Goliath
53. David and Jonathan
54. David and Saul
55. David crowned
56. David and the ark
57. Absalom
58. Solomon becomes king
59. Solomon's temple
60. Israel divided, Rehoboam and Jeroboam
61. Elijah and the widow
62. Elijah on Mount Carmel
63. Good King Jehoshaphat
64. Elisha and the double portion

Unit Eight

113. Palm Sunday
114. The last supper and Gethsemane
115. The crucifixion
116. The resurrection
117. Peter restored
118. The risen Christ and His ascension
119. The day of Pentecost
120. Peter and John
121. Peter and the Gentiles
122. Stephen
123. Philip
124. Paul's conversion
125. Paul's first missionary journey
126. Paul's second and third missionary journeys
127. Paul's capture and imprisonment
128. Paul's final journey

**SON
SEEKERS**